

ELEMENTARY MODERN STANDARD ARABIC

Part One

by

*Peter F. Abboud
Najm A. Bezirgan
Wallace M. Erwin
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Revised Edition

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Department of Near Eastern Studies

*University of Michigan
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PREFACE TO THE 1968 EDITION

This book is the outcome of discussions and exchanges of opinions that took place at the Arabic Teachers' Workshops that have been held every summer starting in 1965. At the first workshop held in Ann Arbor, Michigan, in June 1965 and directed by Mr. Charles Ferguson, but more specifically at the second workshop held at Columbia University in New York City in June 1966 and directed by the undersigned, it was the opinion of the participants that there was need for an elementary textbook which (1) was expressly designed for the undergraduate student at universities in the U.S. and Canada, (2) was written by a team of Arabic language teachers consisting of native and non-native speakers, linguists and people whose primary interest was literature and allied areas, (3) implemented the principles of the audio-lingual approach to language teaching, and (4) presented in a culturally meaningful context the elements of Modern Standard Arabic. Subsequently, in June 1967, the undersigned directed a third workshop at Princeton University, in Princeton, N.J., consisting of five members and chaired by Mr. Ernest McCarus, the purpose of which was to determine the principles on which such a book should be based, to discuss its content and methodology, and to prepare a few sample lessons. The document that this committee prepared was made available, by request, to all teachers of Arabic in this country and Canada during the academic year 1967-68, and a detailed questionnaire was prepared and sent to some twenty Arabists in the U.S. and abroad eliciting comments on various parts of the document. The team was invited early in the Fall of 1967 and met for a preliminary session in April, 1968, at Ann Arbor, to plan for the work of the summer. Actual work on the book started the first week in June and went on until mid August. The various responsibilities were divided as follows. The three native speakers composed and/or selected and adapted from the literature the basic texts and wrote the greater part of the drills. The two non-native speakers were responsible for writing the grammatical notes, which describe such items and structures as occurred in the basic texts, and the section on the phonology and script, with supplementary writing drills written by one of us, Mr. Raji Ram-muny. The undersigned coordinated the activities of both groups, and after discussion with both planned the lessons, studied each lesson after its completion, and made comments and suggested changes with the over-all picture in mind. Each group studied and commented on the work of the other, revisions were made, and the final draft was approved by the whole team.

A project of this nature could not have been completed without the help of many groups and individuals and it is our pleasant duty to acknowledge the help we received. We are indebted to the Inter-University Program for Near Eastern Languages for its support, financial and otherwise, to the Arabic Teachers' Workshops and to our project, and especially to its chairman, Mr. T. Cuyler Young, and his office staff for attending to financial matters promptly and efficiently; to the Department of Near Eastern Languages and Literatures of the University of Michigan and especially to its chairman, Mr. George Cameron, who put at our disposal all the facilities of his department including the very pleasant and comfortable surroundings in which we worked and to his office staff who helped in every possible way; to the members of the 1967 Arabic Teachers' Workshop who produced the general framework within which the book was written; to our consultants, Messrs. Charles Ferguson, W. Freeman Twaddell, and William Brinner, whose criticisms and suggestions

were valuable; to the more than dozen correspondents in this country and abroad who took time to respond to our questionnaire with very useful comments; to the Center for Applied Linguistics which lent us its collection of Arabic books used in High Schools in the Arab World; to Messrs. Hamdi Qafisheh and Philip E. Miller who kept record of vocabulary items used and their frequency of recurrences, prepared the glossary, and helped in ways too many to mention; to Mr. Ernest Abdel-Massih who helped proofread, prepare copy, and assisted in other valuable ways; to Mr. Qafisheh who also did most of the recording and to Mrs. Magda M. Taher who provided the female voice on tape; to the English typists, Miss Betsy Hansom, Mrs. Beatrice McCallum and Miss Patricia Lynn Smith, and the Arabic typists Mr. Ramzi Bikhazi, Miss Salma Khammash and especially Mr. Muhsin Mikhail for his devoted and conscientious effort; and to one of us, Mr. Ernest McCarus, upon whom fell the burden of "feeding" the typists, proofreading, and seeing the work through the printers after the team dispersed.

Finally, convinced as we are that the book in its preliminary version will prove useful in teaching beginning Modern Standard Arabic, it need hardly be pointed out that in spite of the utmost care we paid to avoid inconsistencies and to implement the standards we set ourselves of strict control of occurrence and frequency of recurrence of all vocabulary items, we have not been always as successful in attaining these goals as we would have liked to be, mainly because of the tremendous pressure of time we were working under; to be completely successful we needed more secretarial help or, better still, a computer. We are also aware that to make the course complete, a teacher's manual, a grammatical summary, and an English-Arabic glossary are needed. It is hoped that these will be incorporated in a revised version, envisaged within two or three years. It is also hoped that the teachers and students who will use this book will let the undersigned have their criticisms and comments, which we will take into consideration in the revision of the work.

Peter Abboud
Chairman of the Team

PREFACE TO THE REVISED EDITION

When Elementary Modern Standard Arabic was published in its preliminary edition in 1968, we envisioned revising it within a period of two to three years. Not only were we conscious of the fact that errors of various kinds, which needed to be corrected, had crept in because of the pressure of time we worked under, but we were also sure that such a revision would become necessary in the light of the experience of using the book in the classroom. Though the revision became more pressing with the passage of time, we were unable to attend to it until this past summer, mostly because of preoccupation with other projects, including the planning for and the writing of Modern Standard Arabic: Intermediate Level in 1971. We are glad to have finally had the time and the funding to prepare the revised version, which we now make available to the public.

It is our pleasant duty to express our thanks to the many individuals, organizations and groups who have helped us in the preparation of this new version. We are indebted to the Office of Education, of the Department of Health, Education, and Welfare, which gave us the financial support needed to complete this project; to the Department of Near Eastern Studies of the University of Michigan and to its Chairman, Mr. Ernest N. McCarus, who is also one of us, and Mrs. Mary Ann Wolf and Ms. Vicki J. Crawford, who provided for us a very pleasant and congenial atmosphere in which to work and all the facilities we needed; to the colleagues in the Department, Mr. Ernest Abdel-Massih and Mr. Trevor J. LeGassick who let us use their libraries very freely; to the University of Michigan administration, which has given us support and enabled us to use its excellent computer facilities; to our consultants, Mrs. Carolyn Killeen and Mr. Fred-eric Cadora, whose suggestions, criticisms, and ideas were very valuable; to Messrs. Ernest Abdel-Massih, Raji Rammuny and Ernest McCarus and Mrs. Magda M. Taher, who did the recording on tape; to the English typists, Ms. Katie L. Adams, Mrs. Mary Ellen Hall and Mrs. Jean Sullivan, and to the Arabic typist, Mr. Jamal Shalabia; to Mr. Mohammad Fotouhi, our computer programmer, who worked hard to give us the all important feedback provided by the computer; to our colleagues, the co-authors of the preliminary edition, Mr. Raji Rammuny, Mr. Mounah Khouri and Mr. Najm Bezirgan, who could not be with us but provided very useful suggestions; and to one of us, Mr. Ernest McCarus, upon whom fell the burden of the final editing, with the invaluable assistance of Ms. Nora Kalliel and Ms. Amy Van Voorhis, and of feeding copy to the typists, proofreading, and seeing the work through the printers after the team dispersed. We owe a special debt of gratitude to our three assistants, Ms. Kalliel, Ms. Van Voorhis and Ms. Eleanor Rhineland Young, who have helped in ways too many to be enumerated, often above and beyond the call of duty, not only in the more mechanical but essential aspects of the project, but also in writing drills and most of all in providing us with important insights and comments on every aspect of each lesson, insights which only people like them who themselves have been recent learners and teachers of Arabic could give; we are grateful for their contributions and proud to have had these outstanding former students of ours on the team.

In the preparation of some of the materials in this book we have drawn on

the following books, which we would like to acknowledge: The Holy Bible in Arabic; the Holy Qur'an; al-Munjid Dictionary; The Encyclopaedia Britannica; the Encyclopaedia of Islam; the Official Associated Press Almanac, 1975; Anis Frayha, The Essentials of Arabic, Beirut, 1958; Albert Hourani, Arabic Thought in the Liberal Age, 1798-1939; Shawqī Ḍayf, al-'Adab al-'Arabiyy al-Mu'āṣir fī Miṣr. Cairo, Dār al-Ma'ārif, 1971.

Finally, we would like to express our gratitude to the many colleagues both in this country and abroad who have used Elementary Modern Standard Arabic over the years and have helped make it the outstanding success it has been, success literally beyond our fondest imagination. We trust they will find that the present version will still better meet their needs and those of the growing number of increasingly more sophisticated students of Arabic: وَاللَّهُ وَلِيُّ التَّوْفِيقِ

Peter F. Abboud
Chairman of the Team

INTRODUCTION TO THE REVISED EDITION

The revision of Elementary Modern Standard Arabic (EMSA) was dictated mainly by two important considerations: (1) the experience gained as a result of teaching it for seven years, which suggested the need for a number of important changes, and (2) the publication of the sequel to it, Modern Standard Arabic: Intermediate Level (IMSA), which suggested the need for better correlation between the two works and the necessity of a smooth transition between them.

Changes in the Revised Edition of EMSA

The following are the areas in which major changes have been effected:

(1) Grammar. Though the grammatical coverage has remained the same, the grammar notes were completely rewritten. (a) The order of presentation has been changed to allow much earlier introduction of some of the more basic structures of Arabic. Thus, the patterns and uses of the verbal noun, the participles, the relative clause, the *hāl* and other constructions were brought in early, prior to the introduction of the weak verbs. In spite of well-known complications, morphological and syntactic, the forms and uses of *كان* and *ليس* were discussed very early in the course, in order to make it possible for the student to use the equational sentence in the negative and in past and future early in his learning experience. Yet another change involved the early use of *لم* to negate perfect verbs, since it is more commonly used than *ما*; this necessitated a discussion of the jussive much earlier than in the old version, indeed much earlier than is customary in Arabic textbooks. (b) In addition to these reordering changes, it was felt necessary, in light of classroom use and the reactions of many teachers and students, not to spread the discussion of a particular structure over too many lessons but to integrate as much as possible all related features in a comprehensive note. Thus, rather than describe the various aspects of the relative clause in four or five different parts, it was explained and illustrated in two consecutive lessons. The same was true of defective Form I verbs, which were all integrated into one note that brought out the symmetry in their behavior. Where for pedagogic reasons this was obviously impractical, an 'overview' presentation of the structure was given when it was first introduced.

(2) Drills. These too were completely rewritten and expanded. In addition to providing a wider variety of drill types, a proper balance was sought in each lesson between oral and written drills, drills to be done in the class and outside of class. In order to free class time for discussion and other interesting and creative activities, many of the more mechanical types of drills were designated as lab drills, where they properly belong. A new feature is the regular inclusion of recognition drills, which should be natural precursors to production drills. Finally, more emphasis has been placed on writing or composition drills, including the addition of an English-Arabic translation drill in almost every lesson.

(3) Basic Texts. In addition to the extensive rewriting necessitated by the changes discussed in (1) above, these texts have been enlarged and expanded in such a way as to provide further review of previously given structures and vocabulary and to incorporate additional interesting material about

Arab culture and society.

(4) Comprehension Passages. A new feature of the revised edition is the addition of a section for written and oral comprehension passages which include only familiar structures and vocabulary and provide the student with additional reading and listening practice.

(5) Preparatory Sentences. Beginning with Lesson 31, instead of being given in lists, new vocabulary is introduced in sentences, as in IMSA. These Preparatory Sentences give the student the opportunity of seeing the new words used in a meaningful Arabic context which is most often different from the context in which it occurs in the Basic Text. An English translation is provided.

Other changes that have been made in this revised edition include,

(6) The incorporation of the Reading Selections of the old edition (Lessons 51-55) into the lessons either as Basic Texts or Comprehension Passages.

(7) The publication of the Phonology and Script as a separate section. It will be assumed that students who start on Lesson 1 have already mastered the Arabic writing and sound systems.

(8) The addition of a more detailed Table of Contents

(9) The addition of an English-Arabic Glossary

(10) Expanded appendices

(11) A more extensive and complete grammatical index.

In spite of these rather substantial changes, it is to be noted that the revised version has the same objectives, both terminal and intermediate, methodology, approach, and philosophy as the original version whose main features and principles it has retained. Like its predecessor, (a) it deals with Modern Standard Arabic (MSA), (b) it is expressly designed for beginning English-speaking undergraduate students, though it is fully anticipated that, like the original version, it could be very effectively used with beginning graduate students and could be adapted to the needs of self-paced and non-academic instruction; (c) its terminal objective is mastery of the basic grammatical structures and control of the morphological mechanics of MSA; (d) the first priority skill it seeks to impart to students is still the comprehension of written materials, though other skills also taught include comprehension of spoken MSA, writing, and speaking (with writing being given more attention than in the previous edition, as was pointed out earlier); (e) it has the same grammatical coverage and it uses, with only a few additions to fill obvious gaps, the same vocabulary; (f) it is constructed on the same principles: the grammatical material is graded in order of difficulty and the vocabulary is gradually and even-pacedly introduced at a rate that can be readily handled by beginning students; (g) it incorporates the same important features which were first pioneered by the original version, such as the careful monitoring of the frequency of recurrence of vocabulary throughout the book; and finally, (f) it follows essentially the same lesson design (see below Structure of the Lessons).

There are two items which were missing in the previous edition and unfortunately could not be incorporated in the present one: a short reference grammar containing summaries of the grammatical structures covered in the book, and a teacher's manual. Much as these are desirable, there simply was no time at all to attend to them.

Design of the Revised Edition of EMSA

The revised edition consists of three parts:

Introduction to Modern Standard Arabic Pronunciation and Writing drills the writing system and pronunciation.

Part One contains Lessons 1-30; in addition to the Preface, Introductions and Table of Contents there is an Arabic-English Glossary and a grammatical Subject Index.

Part Two contains Lessons 31-45; in addition to the Introduction and the Table of Contents it includes appendices providing verb tables (conjugation paradigms of the various forms of the verb and of the various root types); names of days and months and of the Arabic states; and lists of all the adjectives by lesson, particles by subclass and verbs by lesson and type occurring in the entire book; cumulative English-Arabic and Arabic-English Glossaries; and a grammatical subject index covering the entire book.

In addition to the above, the book comes with:

Tapes which contain recordings of the pronunciation, reading, and dictation drills in the Introduction, and of the Basic Texts and the drills that are designated as being (On tape) or (Also on tape) in Part One and Part Two; and a

Pamphlet for teacher's use called Recorded Drills To Accompany Elementary Modern Standard Arabic; this contains the printed text of the taped drills which do not appear in the book, identified by the notation (On tape) or (Also on tape).

Structure of the Lessons

Lessons 1-5 contain three parts: Basic Text, Vocabulary, and Grammar and Drills. Lessons 6-30 have in addition to these, two other parts: Comprehension Passages and General Drills. Lessons 31-44 have five parts also, but in each of these lessons, instead of the Vocabulary part that follows the Basic Text, there are Preparatory Sentences preceding it. The last lesson, Lesson 45, has verses from the Holy Qur'ān, a few ḥadīths, and a short poem by Mikhā'il Nu'ayma.

The purpose and content of each part is described below.

(1) Basic Text. The purpose of the Basic Text is to present new lexical and grammatical materials in a context that is meaningful and suitable for intensive oral work. The Basic Text occupies a central role in each lesson; the student should make every attempt to familiarize himself thoroughly with it, up to the point of memorizing it.

Two approaches have been used in the composition of these texts: a grammar-based approach, in which every lesson is built around certain grammatical structures which are presented in a predetermined order, and a topic-based approach, used in the later lessons, in which a topic of interest is chosen and whatever vocabulary and grammatical structures are necessary to deal with it meaningfully, are used, subject to the constraints necessary in a beginning textbook. The earlier texts are functional in nature and deal with introductions, greetings, dialogues, etc. Later texts are narrative or expository and deal with the culture, society, history, geography, economics and politics of the Arab World; they also include literary selections such as short stories, a play, a poem, etc. The subjects are basically non-controversial; needless to say, however, they do not necessarily represent the personal opinions of the authors.

The Basic Text is unvoiced, in order to prepare the student to handle materials actually printed in Arabic today, which are unvoiced. Passive words, which are words that are needed in a particular context but which the student is not responsible for, either because of their highly specialized meaning or because of their low frequency, are voiced and glossed in the margin.

Wherever appropriate, the Basic Text is followed by questions which will serve as the basis for the discussion of it in the class.

Each Basic Text through Lesson 40 is followed by an English translation which reflects the structure of the Arabic text, while at the same time attempting to render the passage into as good idiomatic English as possible. The Basic Texts of Lessons 41-44 are not translated. Translations are provided for the selections in Lesson 45.

(2) Vocabulary. In lessons 1-30, all new words and phrases occurring in the Basic Text are listed in their order of occurrence and are fully voiced. From Lesson 31 on, the new words of the Basic Text are introduced in Preparatory Sentences; following the preparatory sentence in which it occurs, each new word is also listed and voiced. In either case, whether in a vocabulary list or after a preparatory sentence, the following information is given with a new word: (a) the plurals of nouns and adjectives, preceded by a dash (following the lesson that discusses plural formation); (b) the imperfect stem vowel of Form I verbs (following the lesson where imperfect stems are discussed); (c) the verbal noun of all verbs, simple or derived, preceded by a comma (following the lesson where the verbal nouns are treated); (d) any preposition required for particular meanings of the verb, in parentheses if its omission does not change the meaning of the verb; and (e) the basic meaning of the word in English; the contextual meaning for that lesson, if different from its basic meaning is also given after the basic meaning.

The Preparatory Sentences in most lessons center around a common theme in order to help the student better retain the vocabulary; in a couple of lessons, the new words are given in miscellaneous, unrelated sentences, in the order in which they occur in the Basic Text.

Vocabulary is strictly controlled. The number of new words per lesson is limited to between 15 and 20 words, not counting proper names (e.g., Beirut), and loan words (e.g., film, cinema). Once a word is introduced, every effort is made to use it in the following lesson; in any case, it is invariably used at least once in the next four lessons for at least 20 subsequent lessons. This constant reinsertion of words into the lessons helps the student learn and retain active vocabulary, which is a major source of difficulty in learning Arabic.

(3) Grammar and Drills. The grammar notes attempt to explain the structures that have appeared in the Basic Text, though in a few cases, in the interest of presenting an overview of a particular grammatical feature, structures presented in more detail in later lessons are anticipated. Thus, when the nominative case first comes up for discussion, the student is told there are two other cases in Arabic to be discussed later. An average of four to five new grammar points, major or minor, are introduced in each lesson. The structure is explained with examples and where appropriate with references to a related English structure, a rule is stated, and, if needed, further examples are given. Each note is immediately followed by one or more exercises designed specifically to drill the point in question. This provides immediate reinforcement of the rule and confirmation of the

student's comprehension of it.

A number of points related to the grammar notes should be emphasized:

(1) The notes cover only the structures of this book; since it is an elementary level text, features appropriate to a more advanced level have been excluded. (2) For the sake of having complete coverage, we have included some grammatical structures which some teachers might feel are too complicated and too advanced for beginning students, such as the extensive discussion of the numeral system, etc. They should feel free to postpone or to ignore such structures. (3) The grammatical presentation is pedagogically oriented and has been written with the needs of the average linguistically unsophisticated student in mind. No attempt is made here to present the 'neatest' or theoretically most defensible linguistic analysis; an easily understandable, simply written presentation, yet one that is thorough (incorporating the latest findings of research on Arabic) and consistent has been given. (4) In the grammatical analysis we present here, we are well aware of the fact that we depart at several points from the well established norms of traditional Arabic grammars; again, we have consciously opted for what we believe to be an analysis which best meets the needs of English-speaking learners of Arabic.

(4) Comprehension Passages. Starting with Lesson 6, every lesson contains one or more reading passage, and every third lesson, beginning with Lesson 15, a listening passage recorded on tape. The selections contain only familiar vocabulary and grammatical structures; vocabulary that is essential to a selection but which the students have not had is glossed in the margin. The purpose of these passages is to give students the opportunity to use what they have learned in reading for pleasure and practice in reading and aural comprehension. Every passage is followed by a drill or more to test their understanding of it.

(5) General Drills. These differ from the grammar drills in that the latter concentrate on and highlight a specific grammatical point, while they review the context of the lesson as a whole and vocabulary or grammatical structures from previous lessons. Also provided in the General Drills of the revised edition is a systematic and regular review of basic grammatical structures.

A few points pertaining to all the drills in this edition are in order.

(1) Drills are marked as either (a) On Tape. This indicates that the drill is to be done in the language lab. The items of the drill are not provided in the book; printed texts are given in the teacher's Pamphlet; or (b) Also on Tape. This indicates that the drill is to be done orally in the class, but the student can also find it recorded on tape for further reinforcement; or (c) Written. This indicates that the nature and content of the drill require that it be done as a written assignment. If not marked as (a), (b), or (c) above, the drill is designed for oral work in the class. (2) Each drill is also identified as to type, i.e., as to whether it is a substitution, transformation, completion, expansion, translation, etc. drill. In a transformation drill, an arrow usually shows what is being transformed into what. An illustrative example in Arabic is usually provided and is translated into English. (3) The teacher should feel free to skip some of the General Drills when and if he or she thinks the students do not need the review the drill provides.

Lesson Presentation

Two approaches have been used by instructors in presenting a lesson to a class. The first starts with the Grammar and Drills and when that has been covered, the Basic Text and the Vocabulary are attempted. The second uses the reverse order. In either case there is the option of beginning with the Vocabulary before or after the Basic Text. Ideally, vocabulary should be introduced in context; from Lesson 31 on, the vocabulary is introduced before the Basic Text, in sentences (Preparatory Sentences)

Whatever approach is used, the following procedures are recommended.

(1) Basic Text. Lessons 1-30. The teacher reads the text through; the students listen and follow in their books. He then has them repeat after him, as a class, then in smaller groups, and finally as individuals. Next the vocabulary is read and the class is made to repeat each of the items. If the Basic Text is lengthy it is best to present it on two more different occasions. Following the class presentation, the student goes to the language lab where he listens to the texts being read and practices repeating them. The Basic Text should be thoroughly learned and memorized, or at least "overlearned" to the point that with prompting the student can reconstruct it.

Lessons 31-45. The procedure described above should be followed with the Preparatory Sentences. Once these have been learned, the Basic Text is gone over in class and explained. After the student learns the Basic Text, using the tapes, it is discussed in class, using the questions provided.

(2) Grammar and Drills. The grammar notes should be read at home; only when students find a particular point difficult to understand should it be gone over in class. After studying each note, the students do the oral drills in class and do the "written" drills or homework assignment.

(3) Comprehension Passages. These, and the drills that are based on them, should be assigned as homework. The drills are checked in class on the following day.

(4) General Drills. These should be done last. Most are marked as "written" and should thus be assigned as homework and turned in for checking by the instructor. Oral drills are of course done in class.

Classroom Expressions

In order to create an atmosphere conducive to the learning of Arabic - as well as to provide additional drill in the language, it is recommended that the class be conducted as far as possible in Arabic. The following expressions are suggested; they should be used at first only by the teacher, with the class simply responding to them with appropriate action. Eventually after the sounds have been covered in the phonology sections, the class may be permitted or requested to use them actively.

<u>plural</u>	<u>fem. sing.</u>	<u>masc. sing.</u>	
أَعِيدُوا	أَعِيدِي	أَعِدْ	'repeat!'
مِنْ فَضْلِكُمْ	مِنْ فَضْلِكَ	مِنْ فَضْلِكَ	'please!'
اقْرَأُوا	اقْرَئِي	اقْرَأْ	'read!'
أَجِيبُوا عَلَى السُّؤَالِ	أَجِيبِي عَلَى السُّؤَالِ	أَجِبْ عَلَى السُّؤَالِ	'answer the question!'

إِسْأَلُوا	إِسْأَلِي	إِسْأَلْ	'ask!'
أَكْتُبُوا	أَكْتُبِي	أَكْتُبْ	'write!'
اُكْتُبْ عَلَى اللُّوحِ	اُكْتُبِي عَلَى اللُّوحِ	اُكْتُبْ عَلَى اللُّوحِ	'write on the board!'
تَرْجِمُوا	تَرْجِمِي	تَرْجِمْ	'translate!'
قُومُوا	قُومِي	قُمْ	'stand up!'
اِذْهَبْ إِلَى اللُّوحِ	اِذْهَبِي إِلَى اللُّوحِ	اِذْهَبْ إِلَى اللُّوحِ	'go to the board!'
قُولُوا	قُولِي	قُلْ	'say...!'
هَلْ فَهِمْتُمْ ؟	هَلْ فَهِمْتِ ؟	هَلْ فَهِمْتَ ؟	'Do you understand?'
نَعَمْ ، فَهِمْتُ			'Yes, I understand.'
لا ، مَا فَهِمْتُ			'No, I don't understand.'
مَا مَعْنَى هَذِهِ الْكَلِمَةِ ؟			'What does this word mean?'
مَا مَعْنَى هَذِهِ الْجُمْلَةِ ؟			'What does this sentence mean?'
أَعِيدُوا مَعًا ، مِنْ فَضْلِكُمْ			'Repeat all together, please.'

Abbreviations and Symbols

AP	active participle	obj.	object
acc.	accusative	p., pl., P.	plural
adj.	adjective	prep.	preposition
C	any consonant	pron.	pronoun
coll.	collective	Q.A.	questions and answers
conj.	conjunction	s., S.	singular
d., du., D	dual	S	second of four radicals
DD	identical second and third radicals	S ₁	the first student
e.g.	for example	S ₂	the second student
ex., Ex.	for example	s.o.	someone
f., F.	feminine; female	s.th.	something
F	first radical in a root	suff.	suffix
foll.	following; followed	T	third of four radicals
gen.	genitive	T	teacher
imperf.	imperfect	v	any vowel
indic.	indicative	VN	verbal noun
juss.	jussive	1	first person
L	last radical in a root	2	second person
lit.	literally	3	third person
m., M.	masculine; male	-	a prefix or suffix must be added here
M	second of three radicals in a root	→	is to be changed to
n	noun	ط ١	الطَّالِبُ الْأَوَّلُ
neg.	negative	ط ٢	الطَّالِبُ الثَّانِي
nom.	nominative		

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SUBJECT INDEX	*i
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أ - النص الأساسي

A. Basic Text

أنا وانت

You and I

- ١ - أنا سليم . من انت ؟ I'm Salim. Who are you?
 ٢ - أنا سمير . I'm Samir.
 ٣ - ومن أنت ؟ And who are you?
 ٤ - أنا مريم . I'm Maryam.
 ٥ - من هذا يا مريم ؟ Who's this, Maryam?
 ٦ - هذا سامي . This is Sami.
 ٧ - ومن هذه يا سامي ؟ And who is this, Sami?
 ٨ - هذه وداد . This is Widad.
 ٩ - هل انت فريد ؟ Are you Farid?
 ١٠ - نعم . أنا فريد . Yes, I'm Farid.
 ١١ - هل انت وداد ؟ Are you Widad?
 ١٢ - لا . أنا مريم . No, I'm Maryam.

B. Vocabulary

ب - الْمُفْرَدَاتُ

دَرْس	lesson
الْأَوَّلُ	the first
نَصّ	text
أَسَاسِيّ	basic
أَنَا	I
و	and

أَنْتَ	(m.s.) you
سَلِيم	Salim (m. name)
مَنْ	who?
سَمِير	Samir (m. name)
أَنْتِ	(f.s.) you
مَرْيَم	Maryam, Miriam, Mary (f. name)
هَذَا	(m.s.) this, that
يَا	(vocative particle: see C.4 below)
سَامِي	Sami (m. name)
هَذِهِ	(f.s.) this, that
وَدَاد	Widad (f. name)
هَلْ	(interrogative particle)
فَرِيد	Farid (m. name)
نَعَمْ	yes
لَا	no

C. Grammar and drills

ج - الْقَوَاعِدُ وَالتَّمَارِينُ

1. Equational sentences
2. Gender in pronouns
3. Interrogatives
4. Vocative: يَا
5. Word order: Pronouns

1. Equational sentences

Arabic sentences are of two types, those with verbs, called verbal sentences, and those not containing verbs, called equational sentences.

Verbal sentences will be introduced in Lesson 6.

The equational sentence consists of two parts, a subject and a predicate. As in English, the subject may be any kind of noun or pronoun, while the predicate may be either of these, as well as adjectives, adverbs, or prepositional phrases. The following diagram illustrates the structure of the equational sentence (read from right to left):

Predicate	Subject
سَلِيم	أَنَا
مَرْيَمَ	أَنْتَ
فَرِيدَ	هَذَا

'I am Salim.'

'You are Maryam.'

'This is Farid.'

Arabic equational sentences generally correspond to English sentences in which the verb is "am", "is" or "are"--that is, a present-tense form of "to be". As in English, the Arabic predicate may identify the subject, as in "I am Salim", or describe it, as in "Salim is from Syria" or "Salim is Syrian."

2. Gender in pronouns

The English pronouns "he" and "she" show a difference in gender: "he" is masculine, while "she" is feminine. Arabic has not only this distinction between "he" and "she", it also has pronouns for "you" which show a difference in gender: أَنْتَ 'you' is masculine singular, used only in speaking to a male person, while the feminine أَنْتِ 'you' is used only in speaking to a female:

هَلْ أَنْتَ سَلِيمٌ ؟	'Are you Salim?'
هَلْ أَنْتِ مَرْيَمٌ ؟	'Are you Maryam?'

At the end of a sentence, or elsewhere when a pause follows, the pause form

of the masculine pronoun is أَنْتَ ?ant. The feminine form, however, is أَنْتِ ?anti in all positions. Examples:

مَنْ أَنْتَ ؟ 'Who are you?' (to a male) = ?ant
مَنْ أَنْتِ ؟ 'Who are you?' (to a female) = ?anti

The Arabic demonstrative pronoun likewise shows a distinction in gender: هَذَا is masculine singular and هَذِهِ is feminine singular. The proper choice must be made, depending on whether the pronoun refers to a male or a female, as in

هَذَا سَلِيمٌ وَهَذَا فَرِيدٌ وَهَذِهِ وِدَادٌ 'This is Salim, this is Farid, and this is Widad.'

هَذَا and هَذِهِ refer not only to things near the speaker but to things near the person addressed as well; they may accordingly be translated by "that" as well as by "this".

Arabic has only two genders, while English has three--masculine ("he"), feminine ("she"), and neuter ("it"). When it is a matter of natural gender--humans, animals, etc.--Arabic هُوَ 'he' and هِيَ 'she' and English he and she correspond to each other nicely. Inanimates, however, are all referred to as it in English, while they must be masculine or feminine in Arabic. In these instances, Arabic هُوَ and هِيَ are translated by English "it". Thus, هُوَ referring to فَرِيد is "he", but referring to الدَّرْس is "it".

Drill 1. Recognition of masculine and feminine.

Teacher supplies the cue, student supplies a male or female name.

(Suggestion: Write a list of Arabic names on the board, in separate columns for m. and f.)

أنا سليم . أنت : T(eacher)

أنت وِداد : S(tudent)

أنا أنت

أنت هذا

هذا هذه

3. Interrogatives

If an Arabic sentence contains an interrogative word, such as 'who?', that word is first in the sentence:

مَنْ أَنْتَ ؟ 'Who are you?'

Now do Drill 2.

If the sentence is a question which may be answered by "yes" or "no", the interrogative particle هَلْ is used to introduce it. In other words, a statement may be changed into a yes-or-no question simply by beginning with هَلْ. (There are also particular intonation patterns associated with questions; since these vary from one region to another, the student is best advised to imitate his native-speaker model.). This particle has no equivalent in English, where questions have a different word order from statements. Here are examples:

<u>Statement</u>	هَذَا سَمِير	'This is Samir.'
<u>Question</u>	هَلْ هَذَا سَمِير ؟	'Is this Samir?'
<u>Statement</u>	أَنْتِ وِدَاد	'You are Widad.'
<u>Question</u>	هَلْ أَنْتِ وِدَاد ؟	'Are you Widad?'

Now do Drills 3 and 4.

Drill 2. Chain drill.

Teacher introduces himself; asks first student S_1 من أنت ؟
replies, then asks next student (S_2) من أنت ؟ , continuing around the class.

أنا (سليم) . من أنت ؟ : T
أنا (روبرت) . من أنت ؟ : S_1
أنا (نانسي) ... : S_2

Drill 3. Question/answer with هل .

Teacher asks each student هل أنت —؟ , using names of class members.

هل أنت (روبرت) ؟ : T
نعم . أنا (روبرت) : S_1
هل أنت (نانسي) ؟ : T
لا . أنا (سالي) : S_2

Drill 4. (Also on tape) Question formation with هل .

Teacher supplies statement, student forms question using هل . Ex.

هذا سمير . : T
هل هذا سمير ؟ : S
هذه مريم . هذا سامي .
هذا سليم . هذه نانسي .
هذه وِداد . هذا فريد .

4. Vocative: يا

In Arabic, when someone is directly addressed by name or title, the particle يا is used just before the name or title, for example:

'Who is this, Salim?' مَنْ هَذَا يَا سَلِيمُ ؟
'Widad!' يَا وِداد !

This is called a vocative particle. It corresponds to the old English word 'O', as in 'O King!', but in modern English it is usually left untranslated.

Drill 5. (Chain drill) من هذا ؟ with vocative .

Teacher asks S_1 about S_2 , S_1 asks S_2 about S_3 , and so on around the class. If, for example, S_1 doesn't know S_2 's name, he asks him first, then continues with the drill.

من هذه يا (روبرت) ؟ : T to S_1
من أنت ؟ : S_1
أنا (نانسي) . : S_2
هذه (نانسي) . : S_1 to T
من هذا ، يا (نانسي) ؟ : S_1 to S_2

5. Word order: Pronouns

In the title of the Basic Text above, note that the first-person pronoun comes first:

أنا وأنت	'I and you.'
----------	--------------

This is of course the reverse of the usual English order 'you and I'.

When there is a series of pronouns, or pronouns and nouns, the regular order in Arabic is: first person, second person, third person, noun. Other examples:

أنا وسامير	'Samir and I'
أنت ووداد	'You and Widad'

Drill 6. (On tape) Dictation.

Lesson Two

أ - النص الاساسي

استاذ وطالب

- ١ - ما هذا يا فريد ؟
- ٢ - هذا كتاب .
- ٣ - وما هذه ؟
- ٤ - هذه ورقة .
- ٥ - هل هذا باب ؟
- ٦ - لا . هذا شباك .
- ٧ - وهذه ؟
- ٨ - هذه طاولة .

من أين أنت ؟

- ٩ - سليم - أنا سليم . وهذا سامي .
- ١٠ - روبرت - أنا روبرت . وهذه نانسي .
من أين أنت يا سليم ؟
- ١١ - سليم - أنا من بيروت .
- ١٢ - روبرت - أنا من آن آربر .
- ١٣ - سليم - أين آن آربر ؟
- ١٤ - روبرت - آن آربر في ميشيغان .
- ١٥ - سليم - هل أنت طالب ؟
- ١٦ - روبرت - نعم ، أنا طالب .
- ١٧ - سليم - ونانسي ؟
- ١٨ - روبرت - هي طالبة من آن آربر .
كذلك .
- هل سامي طالب ؟
- ١٩ - سليم - نعم ، هو طالب من
دمشق .

A. Basic Text

Professor and Student

- What's this, Farid?
- This is a book.
- And what's this?
- This is a sheet of paper.
- Is that a door?
- No, that's a window.
- And this?
- This is a table.

Where Are You From?

- I'm Salim. And this is Sami.
- I'm Robert. And this is Nancy.
- Where are you from, Salim?
- I'm from Beirut.
- I'm from Ann Arbor.
- Where's Ann Arbor?
- Ann Arbor is in Michigan.
- Are you a student?
- Yes, I'm a student.
- And Nancy?
- She's a student from Ann Arbor, too.
- Is Sami a student?
- Yes, he's a student from Damascus.

B. Vocabulary

الثاني	the second	نانسي	Nancy
أستاذ	professor	بيروت	Beirut
ما	what?	آن آربر	Ann Arbor
كتاب	book	في	in
ورقة	sheet of paper, piece of paper	ميشيغان	Michigan
باب	door	طالب	student
شباك	window	طالبة	(f.) student
طاولة	table	كذلك	likewise, too
من	from	هي	she
أين	where?	هو	he
روبرت	Robert	دمشق	Damascus

Additional vocabulary

قلم	pen, pencil	لبنان	(m.) Lebanon
لوح	blackboard	سوريا	(f.) Syria
كرسي	chair	أمريكا	(f.) America

C. Grammar and drills

ج - القواعد والتمارين

1. Interrogative in phrase
2. Nunation in nouns
3. Case: General
4. Nominative case
5. Gender in nouns

1. Interrogative in phrase

As was shown in the last lesson (1.C.3) an interrogative word comes first

in the sentence. Sometimes, however, the interrogative word is part of a phrase (functioning as the object of a preposition) as in **مِنْ أَيْنَ** 'from where?'. In such cases the entire phrase is the first element of the sentence, as in the second sentence below:

أَيْنَ سَلِيمٌ ؟	'Where is Salim?'
مِنْ أَيْنَ سَلِيمٌ ؟	'Where is Salim from?'

Notice that in English a phrase like 'from where?' may be separated, with 'from' coming at the end. Example: 'Where are you from?' This cannot be done in Arabic, where the interrogative phrase is always an undivided unit at the beginning of the sentence.

Drill 1. Chain drill.

- S₁: I am from _____.
Where are you from?
- S₂: I am from _____.
Where are you from?
- أنا من _____.
من أين أنت ؟
- أنا من _____.
من أين انت ؟

Drill 2. (Also on tape) Question formation.

Form a question from the following sentences using **من أين ؟**

Sami is from Lebanon. → Where is Sami from? **سامي من لبنان من أين سامي ؟**

- | | |
|-------------------|-------------------|
| ٤ - هو من دمشق | ١ - هي من سوريا |
| ٥ - سمير من لبنان | ٢ - وداد من بيروت |
| ٦ - انت من ميشغان | ٣ - انت من امريكا |

2. Nunation in nouns

The final n in forms such as **طالِبٌ** is known as nunation (in Arabic **تنوين**). It is a mark of indefiniteness, corresponding in general to the

English indefinite article "a, an", as in "a student", or to the absence of any article in words like "bread", "milk", or "students". An Arabic noun normally has nunation unless it is made definite; thus for example, when the definite article ال is added to a word the n of nunation is dropped.

<u>Definite</u>	<u>Indefinite</u>
'the student' (m.) الطَّالِبُ	طَالِبٌ 'a student' (m.)
'the student' (f.) الطَّالِبَةُ	طَالِبَةٌ 'a student' (f.)

Names of cities, countries, and female persons do not take nunation; examples are بَيْرُوتُ 'Beirut', لُبْنَانُ 'Lebanon', and مَرْيَمُ 'Maryam'.

3. Case: General

In English the function of words in a sentence is indicated to a large extent by word order. Note the following sentences:

The student invited the teacher.
The teacher invited the student.

In the first sentence, we know that it was the student who issued the invitation and the teacher who was invited, because the word student precedes the verb invited and the word teacher follows it. In the second sentence the roles of student and teacher with respect to the act of inviting are reversed, and again it is the word order which tells us who does what. In the case of pronouns, the word order gives the same kind of information, and also the form of the pronouns is different:

He invited her.
She invited him.

In Arabic word order is important too, though not always the same as in English. However, the Arabic noun (like an English pronoun) has different

forms depending on what function it has in a particular sentence. These forms are called case forms. Arabic nouns have three case forms, called nominative, genitive, and accusative. Here, for example, are the three case forms for the noun 'a student':

	Masculine		Feminine
Nominative	طَالِبٌ	'a student'	طَالِبَةٌ
Genitive	طَالِبٍ		طَالِبَةٍ
Accusative	طَالِبًا		طَالِبَةً

As the table shows, the difference between one case and another lies in the vowel endings of the noun--here -u for the nominative, -i for the genitive, and -a for the accusative.

Each case is used for several different sentence functions, and these will be described as they occur. This lesson illustrates four functions of the nominative case, as described in 4 below.

Personal and place names from foreign languages, such as روبرت 'Robert' and ميشيغان 'Michigan' do not receive these case endings.

Drill 3. Written. Recognition: Case marker in indefinite nouns and adjectives.

Write the vowel which marks the case in each of the following words: Ex.

طَالِبٌ	طَالِبَةٌ	شَبَّكَ	لَوْحٌ
طَالِبَةٌ	طَالِبَةٍ	دَرْسٌ	وَرَقَةٌ
طَالِبًا	طَالِبَةً	أَسَاسِيٌّ	كِتَابٌ
طَالِبٍ	طَالِبَةٍ	سَلِيمٌ	نَصٌّ

4. Nominative case

a. Nouns occurring in titles or headings (like the headings of the parts of this lesson), or occurring in lists, or mentioned in grammar notes or drills, etc. are in the nominative case. Such instances of the use of nouns in the nominative are referred to as citation forms. Examples:

هَلْ هَذِهِ "بَابٌ" ؟	'Is this (word) "door"?'
النَّصُّ الْأَسَاسِيُّ : "أُسْتَاذٌ وَطَالِبٌ" .	'Basic Text: "Professor and Student"'

b. A noun functioning as the subject or as the predicate of an equational sentence is in the nominative case; this noun may have one or more modifiers:

سَلِيمٌ طَالِبٌ .	'Salim is a student.'
وَدَادُ طَالِبَةٌ مِنْ بَيْرُوتَ .	'Widad is a student from Beirut.'

In these sentences سَلِيمٌ and وَدَادُ are subjects, and طَالِبٌ and طَالِبَةٌ are predicates; they are, accordingly, in the nominative case, as is shown by the vowel u. (In the ending -un the -n is nunation: see 2 above.)

(We shall see later that there is a situation where the subject of an equational sentence is in the accusative case, and that the predicates of verbs are also in the accusative case.)

Now do Drill 4.

c. A noun after the vocative particle يَا is in the nominative case and without nunation:

يَا سَلِيمُ !	'Salim!'
يَا أُسْتَاذُ !	'Professor!'

Drill 4. (On tape) Substitution.

5. Gender in nouns

Arabic nouns have either of two genders: masculine or feminine. If the noun refers to an animate being, then its gender agrees with the natural gender of the referent. Thus the following nouns are masculine:

سَلِيم	'Salim'	أُسْتَاذ	'professor'
رُوبَرْت	'Robert'	طَالِب	'student' (male)
سَمِير	'Samir'		

and the following are feminine:

وِدَاد	'Widad'	طَالِبَة	'student' (female)
مَرْيَم	'Maryam'	سَامِيَة	'Samiya'

The gender of names of cities and countries is almost entirely predictable. All names of cities are feminine, such as

بَيْرُوت 'Beirut' and وَاشِنْطُن 'Washington'.

Names of countries are also feminine, the common exceptions being

لُبْنَان 'Lebanon', الْعِرَاق 'Iraq', الْأُرْدُن 'Jordan', السُّودَان 'The Sudan' and الْمَغْرِب 'Morocco'. Other exceptions to this rule will be so marked in the vocabulary lists.

The gender of almost all other nouns depends on the form of the word itself. The suffix ة -a(t)- indicates feminine gender; a noun without a feminine suffix is masculine. Thus, وَرَقَة 'a sheet of paper' and طَاوِلَة 'table' are feminine, while كِتَاب 'book', بَاب 'door', شَبَّكَ 'window', قَلَم 'pencil', لَوْح 'blackboard', كُرْسِي 'chair' and نَص 'text' are masculine. The few exceptions to this rule will also be noted as they occur.

The feminine suffix ة is also used to derive a feminine noun from a masculine one, as in طَالِبَة - طَالِب; pairs of this type are exceedingly common. It is a general rule that whatever comes in male-female pairs in the real world, like kings and queens, poets and poetesses, male students and female students, etc., are expressed in Arabic by pairs of words such

as طَالِبَة - طَالِب , where تَة - designates the female member of the pair. Thus, سَيِّد is 'Mister' and سَيِّدَة is 'Mrs.', أَسْتَاذ is a male professor and أَسْتَاذَة is a female professor; مَدْرَس is a male instructor while مَدْرَسَة is a female one. There are several pairs, however, where the two words are completely different, like أَب 'father' and أُم 'mother'. There are also instances where a feminine noun has no masculine counterpart, such as أُنْسَة 'Miss', or a masculine noun has no feminine counterpart, such as إِمَام 'Imam'. Henceforth in this book, when a masculine noun with animate referent is listed, it is to be assumed that the feminine counterpart may be automatically formed by adding تَة ; thus, مُرَاسِل 'reporter' (m.) implies مُرَاسِلَة 'reporter' (f.), and مُرَاسِلَة will be listed under مُرَاسِل . If the feminine form is different, as in أَب 'father' and أُم 'mother', both forms will be given. If no masculine or feminine counterpart exists, that fact will be noted. The same arrangement will hold for adjectives as well.

Gender not only identifies the sex of the referent (for animate beings), it also serves an important grammatical function. Masculine nouns are replaced by masculine pronouns and, as we will see, are modified by masculine adjectives; feminine nouns require feminine pronouns and adjectives. This feature of agreement in gender is a great aid in helping identify the referent of a pronoun or the noun modified by a particular adjective.

Drill 5. Written. Recognition drill: Gender.

Place M after the masculine nouns and F after the feminine nouns in the following listing:

مَكْتَب	'office'	مُدِير	'director'
أُنْسَة	'Miss'	القَاهِرَة	'Cairo'
سَيِّد	'Mister'	العِرَاق	'Iraq'
جَامِعَة	'university'	أَسْتَاذَة	'professor'

حَمْدٌ	'praise'	مَتْحَفٌ	'museum'
سَيَّارَةٌ	'automobile'	مَوْظَفٌ	'employee'
بَغْدَادٌ	'Bagdad'	أُمٌّ	'mother'
تَارِيخٌ	'history'	مَسَاءٌ	'evening'

Drill 6. Written. m. → f. with ة .

Change the following nouns from masculine to feminine by adding ة :

زَائِرٌ	'visitor'	كَرِيمٌ	'Karim'
صَدِيقٌ	'friend'	سَامِيٌّ	'Sami'
عَرَبِيٌّ	'Arab'	مَوْظَفٌ	'employee'
مُدَرِّسٌ	'teacher'	أَجْنَبِيٌّ	'foreign'
مُدِيرٌ	'director'	جَدِيدٌ	'new'

Drill 7. Written.

Turn the statements below into questions, using مَنْ or مَا as appropriate.

'This is Samir. → Who is this?'

هذا سمير ← من هذا ؟

'This is a sheet of paper. → What is this?'

هذه ورقة ← ما هذه ؟

هذا لوح

هذا درس

هذا سليم

هذه طاولة

هذا كتاب

هذا سامي

هذا شباك

هذه وداو

هذه وداو

هذا نص

Drill 8. (Oral or written) Conjunction with وَ .

Two sentences will be given. Make one sentence with the subjects joined with وَ . Ex.

'I am from Lebanon.' } → { ← 'Farid is from Lebanon.'

'I and Farid are from Lebanon.'

• انا وفرید من لبنان

{ أنت من بيروت
سامي من بيروت

{ هو من مشغان
نانسي من مشغان

{ هي من دمشق
وداد من دمشق

{ انا من سوريا
انت من سوريا

Drill 9. Variable substitution.

Substitute the following words for the underlined words, making the appropriate changes.

انا طالب من لبنان

- | | | |
|-----------------|-------------------|-------------------|
| — — — — — انت | ٥ — — — — — انت | ١ — — — — — انت |
| — — — — — هذه | ٦ — — — — — هو | ٢ — — — — — هو |
| — — — — — طاولة | ٧ — — — — — نانسي | ٣ — — — — — نانسي |
| | ٤ — — — — — استاذ | |

Drill 10. (On tape) Written. Dictation.

Lesson Three

الدَّرْسُ الثَّالِثُ

أ - النص الأساسي

A. Basic Text

في المكتب

In the Office

- ١ . الاستاذ فريد - صباح الخير . Good morning.
٢ . الآنسة هند - صباح النور . Good morning.
٣ . الاستاذ فريد - من السكرتيرة في هذا المكتب ؟ Who's the secretary in this office?
٤ . الآنسة هند - أنا . I am.
٥ . الاستاذ فريد - من المدير ؟ Who's the director?
٦ . الآنسة هند - السيد سليم . Mr. Salim.
٧ . الاستاذ فريد - هو عربي ، أليس كذلك ؟ He's an Arab, isn't he?
٨ . الآنسة هند - نعم ، هو من القاهرة . Yes, he's from Cairo.
هل انت مدرّس ؟ Are you a teacher?
٩ . الاستاذ فريد - نعم ، أنا مدرّس . Yes, I'm a teacher.
١٠ . الآنسة هند - هل أنت جديد هنا ؟ Are you new here?
١١ . الاستاذ فريد - نعم . Yes.

B. Vocabulary

ب - المفردات

الثَّالِثُ	the third
مَكْتَبٌ	office (place)
الْأَسْتَاذُ	the professor; sir, Mr. (see Note 1 below)
صَبَاحُ الْخَيْرِ	Good morning
أَنْسَةٌ	Miss; young lady
صَبَاحُ النَّوْرِ	Good morning (response)
سِكْرَتِيرٌ	secretary (pron. <u>sikriteer</u>)

هِنْدُ	Hind (f. name)
مُدير	director
السَّيِّدُ	Mr.
عَرَبِي	Arabic, Arab; an Arab
أَلَيْسَ كَذَلِكَ ؟	Isn't that so?
القَاهِرَةُ	Cairo
مُدَرِّس	teacher
جَدِيد	new
هُنَا	here

Additional Vocabulary

الْخَرْطومُ	Khartoum
السُّودَانُ	(m.) Sudan
الرِّيَاضُ	Riyadh
السُّعُودِيَّةُ	Saudi Arabia
الْكُوَيْتُ	(m.) Kuwait
العِرَاقُ	(m.) Iraq

Note 1.

The Arabic equivalent of the English title "professor" is أَسْتَاذٌ (أُسْتَاذَةٌ), but the use of the term differs somewhat from English. In Arab countries, not only a professor at a university is called أَسْتَاذٌ (أُسْتَاذَةٌ) but in general any person in a learned field, such as lawyers, literary persons, and teachers in a secondary school. In addition, the term أَسْتَاذٌ (but not أُسْتَاذَةٌ) is used to address any man--whether an acquaintance or a stranger on the street--to whom it is appropriate to show courtesy or respect. For a lady in these circumstances one uses the title أَمْسَّةٌ "miss" or سَيِّدَةٌ "madam".

Note 2.

In Arabic the first name rather than the family name is commonly used with titles such as أَسْتَاذُ, أَمْسَّةٌ, سَيِّدَةٌ, etc.

1. The genitive case: Object of preposition
2. Helping vowels
3. The definite article
4. Demonstrative phrases
5. Agreement of predicate adjective
6. Numerals 1-5

1. The genitive case: Object of preposition

The object of a preposition is in the genitive case. For the great majority of nouns, the genitive case ending is -i (see 2.C.3); illustrations:

مِنْ الْقَاهِرَةِ	'in the office'	فِي الْمَكْتَبِ	'from Cairo'
مِنْ اللُّوحِ	'in Khartoum'	فِي الْخَرْطومِ	'from the blackboard'
مِنْ فَرِيدٍ	'in the window'	فِي الشُّبَّاکِ	'from Farid'
مِنْ الْكِتَابِ	'in the book'	فِي الْكِتَابِ	'from the book'
مِنْ السُّودَانِ	'in the text'	فِي النَّصِّ	'from the Sudan'

For those words which do not take nunation (see 2.C.2), the genitive case ending is -a, as for example:

مِنْ دِمَشْقَ	'in Beirut'	فِي بَیْرُوتَ	'from Damascus'
مِنْ مَرْیَمَ	'in Lebanon'	فِي لُبْنَانَ	'from Maryam'

(If, however, such words are made definite they then take the regular genitive case ending in -i, e.g.

فِي هَذَا اللَّبْنَانِ . 'in this Lebanon')

Drill 1. Written. Recognition drill: Case.

In the following words or phrases, circle the vowel (or vowel plus nun-
ation) marking case; then write N (Nom.) or G (Gen.). Ex.

N

الطالب

- | | |
|---------------------|---------------------|
| ٥ - مِنْ الْكِتَابِ | ١ - الْقَلَمُ |
| ٦ - فِي بَيْرُوتَ | ٢ - مِنْ مُدِيرٍ |
| ٧ - بَيْرُوتُ | ٣ - فِي الْمَكْتَبِ |
| | ٤ - وَرَقَةً |

2. Helping vowels

In English, groups of consonants--three, four, or even more--may occur all in a row with no vowels in between, for example -bstr- in abstract or st pr in best price. In Arabic, however, it is a general rule that no more than two consonants can occur together, no matter whether within a single word or at the end of one word and the beginning of the next. Thus, within a single word there may be groups of two consonants together, such as -kt- in مَكْتَبٌ 'office' or -nt- in أَنْتَ 'you', but never more than two. And, within a sentence, a word may end in one consonant and the following word begin with one consonant (a total of two consonants in a row), for example -n h- in مَنْ هَذَا؟ 'Who's this?', or -n b- مِنْ بَيْرُوتَ 'from Beirut', but there can never be more than two consonants in this situation. Often there is no problem, since no Arabic word in isolation ends or begins with more than one consonant. In some words beginning with a hamza, however, this hamza and the following vowel are dropped (elided) when the word is not first in the sentence. The most common of such words are those with the definite article أَلْ 'the'. Thus 'the director' is الْمُدِيرُ /?almudiir/ (beginning with one consonant) if it is the first word in the sentence, but

المُدِيرُ /-lmudiir/ if any other word precedes it. Now, in effect, the word begins with two consonants, -lm-. If the preceding word ends in a vowel, as in أَنْتَ الْمُدِيرُ (?anta lmudiir) 'You are the director', there is still no problem. But if the preceding word ends in a consonant, for example مَنْ 'who?', there would theoretically be three consonants in a row: man lmudiir. Since, by the rule cited above, this is an impossible combination, a vowel is inserted after the first consonant in order to break up the sequence of three--

مَنْ الْمُدِيرُ؟	(mani lmudiir)	'Who is the director?'
------------------	----------------	------------------------

and the whole sequence is pronounced as one uninterrupted unit: /manilmudiir/. The inserted vowel is called a helping vowel. In the great majority of cases the helping vowel is i, as above. In one case only it is a: when the preceding word is مِنْ , 'from' and the following word begins with the definite article:

مِنْ الْمُدِيرِ	(mina lmudiir)	'from the director'
-----------------	----------------	---------------------

In a few cases the helping vowel is u; these will be pointed out as they occur.

Note that the rule forbidding three consonants in a row applies also when two of these consonants are identical--that is, a double consonant written in Arabic with a shadda. Thus, when first in the sentence, 'the student' is الطَّالِبُ (?aṭṭaalib), and when preceded by another word it is الطَّالِبُ (-ṭṭaalib). If the preceding word ends in a consonant, the appropriate helping vowel is inserted:

مَنْ الطَّالِبُ؟	(mani ṭṭaalib)	'Who's the student?'
مِنْ الطَّالِبِ	(mina ṭṭaalib)	'from the student'

3. The definite article

a. The definite article in Arabic is **الْ**, and basically means the same as English "the". It has two pronunciations, depending on whether or not it follows immediately after pause (any interruption in speaking or reading). The form after pause is **أَلْ**, written as part of the following word: **الْمُدِيرُ** 'the director'.

Now do Drill 2.

If **أل** does not follow a pause, e.g.:

فِي الْمَكْتَبِ (filmaktab)	'in the office'
أَيْنَ الْمَكْتَبِ؟ (?aynalmaktab)	'Where is the office?'

it is pronounced as part of the preceding word, with a- elided; **ال** is then written with wasla: **فِي الْمَكْتَبِ**. Note that before **ال**, **فِي** is pronounced **fi-**. In the examples above, the words preceding **ال** end in vowels. If, on the other hand, the preceding word ends in a consonant, a helping vowel i is suffixed to it; for example:

(manilmudiir)	مَنْ + الْمُدِيرُ ← مَنِ الْمُدِيرُ
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The preposition **مِنْ** has the special form **مَنِ** (with the helping vowel a) before the article, e.g. **مَنِ الْقَاهِرَةِ** (see 2 above).

Note the pronunciation of **أل** in the following words:

الدَّرْسُ ، السَّكْرَتِيرَةُ ، النَّصُّ ، السَّيِّدُ

In these words, the **ل** of the article is not pronounced, but the following consonant is doubled instead. This doubling of the following consonant occurs whenever **أل** precedes a consonant which is pronounced in roughly the same area as **ل** itself--at or behind the upper teeth. On the other hand, if the following consonant is pronounced at the lips, as **م** in **مَكْتَبٌ**, or in the back part of the mouth, as **خ** in **خَرْطُومٌ**, **ل** is pronounced as **ل**.

The words الْقَمَرُ 'the moon' and الشَّمْسُ 'the sun' illustrate this dichotomy, and are conventionally used to label the two groups of consonants. Thus, م is قَمَرِيَّةٌ 'lunar', a "moon-letter", and د is شَمْسِيَّةٌ 'solar', a "sun-letter". The sun-letters are all dental or palatal:

ت ث د ذ ر ز س ش ص ض ط ظ ل ن

The remaining are moon-letters. Note that ج and ي are exceptions to the rule: they are moon-letters even though they are palatal.

In the writing system اَلْ is always spelled with ل regardless of how it is pronounced; however, it is vowelized to reflect actual pronunciation: اَلْ before moon-letters, e.g. اَلْمُدِيرُ, but اَل before sun-letters, with ؤ over the following consonant: اَلسَّيِّدُ, اَلدَّرْسُ.

Now do Drill 3.

b. Use of the definite article in place names. Arabic often uses the definite article in place names, as in اَلْقَاهِرَةُ 'Cairo', اَلخَرْطُومُ 'Khartoum'. This is true of English as well, for example "The Netherlands", "The Sudan". Of course, Arabic and English do not necessarily use the definite article on the same names, so each place name must be learned carefully with or without the article, as the case may be.

c. Use of the article in titles. In English, the article "the" is not usually used with titles followed by names (Mr. Jones, Miss Smith). In Arabic, however, the article is used with such titles in referring to the person concerned, but not in addressing him directly, for example اَيْنَ السَّيِّدِ سَمِيثُ 'Where is Mr. Smith?' but صَبَاحَ الْخَيْرِ يَا سَيِّدُ سَمِيثُ 'Good morning, Mr. Smith.'

Now do Drills 4, 5, 6 and 7.

Drill 2. (Also on tape) Transformation: Indefinite → definite.

Teacher supplies indefinite noun and adjective; student adds the definite

article, to make a sentence. Ex.

T: 'a book' - 'new'

S: 'The book is new.'

الاستاذ : كتابٌ جديدٌ

الطالب : الكتابُ جديدٌ.

Repeat with:

٥ - مدرّس - جديد

٦ - كرسيّ - جديد

٧ - باب - جديد

٨ - كتاب - جديد

١ - مدير - جديد

٢ - قلم - جديد

٣ - استاذ - جديد

٤ - مكتب - جديد

Drill 3. (Also on tape) Transformation: Indefinite → definite.

Teacher supplies indefinite noun and predicate; student adds the definite article to make a sentence. Ex.

'a student' - 'new'

'The student is new.'

الاستاذ : طالب - جديد

الطالب : الطالب جديد.

Repeat with:

شباك - جديد

طالب - جديد

درس - جديد

نص - جديد

لوح - جديد

سكرتير - جديد

Drill 4. (On tape) Written. Recognition: Definite/indefinite.

Drill 5. (On tape) Substitution.

Drill 6. Question formation: مَنْ with definite article.

Teacher provides noun or noun phrase, first student makes a question with مَنْ, second student substitutes appropriate pronoun for the noun. Ex.

T: 'The director'

S₁: 'Who is the director?'

S₂: 'Who is he?'

الاستاذ : المدير

الطالب الاول : من المدير ؟

الطالب الثاني : من هو ؟

Repeat with:

١ - السيد سليم	٥ - الطالب
٢ - الاستاذ	٦ - المدير
٣ - السكرتيرة	٧ - المدير
٤ - الأنسة وداد	

Drill 7. Question/answer with مَنْ مِنْ أين ; مَنْ with definite article.

Teacher provides name and place name. First student makes question with مَنْ مِنْ أين , second student answers. Ex.

T: 'Farid' - 'Cairo' : فريد - القاهرة : الاستاذ

S₁: 'Where is Farid from?' : الطالب الاول ط ١ : من اين فريد ؟

S₂: 'From Cairo.' : الطالب الثاني ط ٢ : من القاهرة .

Repeat with:

١ - سامي - الرياض	٤ - هنر - السعودية
٢ - وداد - العراق	٥ - سمير - السودان
٣ - سليم - الكويت	٦ - فريد - القاهرة

4. Demonstrative phrases

In the phrase هَذَا الْمَكْتَبُ 'in this office' the words هَذَا الْمَكْتَبُ are translated "this office". A construction of this type, consisting of a demonstrative pronoun followed by a noun with the definite article, is a demonstrative phrase. Further examples follow:

هَذَا الدَّرْسُ 'this lesson'	هَذِهِ الْأَنْسَةُ 'this young lady'
هَذَا الطَّالِبُ 'this student'	هَذِهِ الْوَرَقَةُ 'this piece of paper'
هَذَا الْكُرْسِيُّ 'this chair'	هَذِهِ الطَّاوِلَةُ 'this table'
هَذَا الْمُدَرِّسُ 'this instructor'	

The demonstrative pronoun is the same gender as the noun that forms a phrase with it. The definite article plays a very special role in demon-

strative phrases: it binds the demonstrative and the noun into a single unit, a phrase that can function like a single word. For example, in 'in this office' cited above, **هذا المكتب** is the object of the preposition **في**. On the other hand, it is the subject in the sentence

هذا المكتب جديد. 'This office is new.'

The definite article in demonstrative phrases is not translated into English; it serves merely to join the two words into a single unit. If the article is omitted, the result is two separate units--specifically, subject and predicate.

Contrast the following sentences:

Predicate	Subject	
جَدِيدٌ	هَذَا الْكِتَابُ	'This book is new.'
جَدِيدَةٌ	هَذِهِ الْمُدْرَسَةُ	'This instructor is new.'
مُدْرَسَةٌ	هَذِهِ	'This is an instructor.'
وَرَقَةٌ	هَذِهِ	'This is a piece of paper.'
هَذَا الطَّالِبُ	مَنْ	'Who is this student?'

Drill 8. (On tape) Written. Recognition: Demonstrative phrase.

Drill 9. (Also on tape) Question formation: Demonstrative phrase.

Teacher provides a sentence, student makes a question with a demonstrative phrase. Ex.

T: 'This is a director.'

الاستاذ : هذا مدير .

S: 'Who is this director?'

الطالب : من هذا المدير ؟

Repeat with:

- | | |
|-------------------|------------------|
| ٥ - هذا مدرّس . | ١ - هذه مدرّسة . |
| ٦ - هذه طالبة . | ٢ - هذا طالب . |
| ٧ - هذه سكرتيرة . | ٣ - هذا سكرتير . |
| ٨ - هذا مدير . | ٤ - هذه مديرة . |

5. Agreement of predicate adjective

An adjective functioning as the predicate of an equational sentence is called a predicate adjective, for example جَدِيد in

هَلْ أَنْتَ جَدِيدٌ هُنَا ؟ 'Are you new here?'

Adjectives in general have varying forms indicating case, definiteness, gender, and number. A predicate adjective is nominative in case, and indefinite (i.e., has nunation if it is the kind of word which takes nunation). It varies in gender and number, however, depending on the subject of the sentence. If the subject is masculine singular the predicate adjective is also masculine singular, and if the subject is feminine singular the predicate adjective is also feminine singular. Examples:

هَلْ أَنْتَ جَدِيدٌ هُنَا ؟ 'Are you (m.) new here?'

هَلْ أَنْتِ جَدِيدَةٌ هُنَا ؟ 'Are you (f.) new here?'

Examples in which the subject is plural will be given later.

Drill 10. (Also on tape) Substitution: Predicate adjective agreement.

Substitute the words given for the underlined word in the model sentence, making the appropriate changes.

'Sami is an Arab.'

سَامِيٌّ عَرَبِيٌّ

هِيَ

هُوَ

السَّيِّدُ سَمِيرٌ

أَنْتِ

هَذَا

الْأَنْسَةُ وَدَادُ

سَامِيٌّ

هَذِهِ

أَنْتَ

Drill 11. Written. Completion and translation.

Complete the following with an appropriate word or phrase, then translate

the resulting sentences.

'This book' → 'This book is new.' هذا الكتاب ← هذا الكتاب جديد.

- ١ - هذه المديرية _____ .
- ٢ - السيد سمير _____ .
- ٣ - هذا _____ .
- ٤ - انا _____ .
- ٥ - الاستاذ فريد _____ .

6. Numerals 1-5 (On tape)

The following forms of the numerals are used in counting:

1 one	واحد - ١
2 two	إثنان - ٢
3 three	ثلاثة - ٣
4 four	أربعة - ٤
5 five	خمسة - ٥

الدَّرْسُ الرَّابِعُ

Lesson Four

أ - النُّصُّ الْأَسَاسِيَّةُ

A. Basic Text

في الجامعة

At the University

- ١ - نجيب : مرحبا Hello.
- ٢ - الاستاذة : مرحبا Hello.
- ٣ - نجيب : كيف الحال؟ How are you?
- ٤ - الاستاذة : بخير الحمد لله . Fine, thank you.
- ٥ - نجيب : هل أنت السكرتيرة؟ Are you the secretary?
- ٦ - الاستاذة : لا . لست سكرتيرة ;
انا استاذة . I'm a professor.
- ٧ - نجيب : اليس الاستاذ فريد
موجودا هنا ؟ Isn't Professor Farid here?
- ٨ - الاستاذة : هو في المكتبة . He's in the library.
- ٩ - نجيب : هل المكتبة بعيدة ؟ Is the library far?
- ١٠ - الاستاذة : لا . ليست بعيدة جدا . No, it's not very far.
- ١١ - نجيب : شكرا يا أستاذة . Thank you, professor.
- ١٢ - الاستاذة : عفوا . You're welcome.

B. Vocabulary

ب - الْمُفْرَدَاتُ

الرَّابِعُ	the fourth	بَخِيرَ	(I'm) fine.
جَامِعَةٌ	university	الْحَمْدُ لِلَّهِ	Praise be to God.
نَجِيبٌ	Najib (m. name)	لَسْتُ .	I am not
مَرْحَبًا	hello	أَ	(interrogative particle; see C.2 below)
كَيْفَ الْحَالُ ؟	How are you?		

لَيْسَ	he/it is not
مَوْجُودٌ	present (adj.)
مَكْتَبَةٌ	library
بَعِيدٌ (مِنْ)	far (from)
لَيْسَتْ	she/it is not
جِدًّا	very
شُكْرًا	Thank you!
عَفْوًا	You're welcome (response)

Additional vocabulary

لَسْتَ	you (f.) are not
لَسْتَ	you (m.) are not
مِصْرُ	Egypt
الْمَغْرِبُ	(m.) Morocco
الرِّبَاطُ	Rabat (capital of Morocco)
تُونِسُ	Tunis; Tunisia
الْأُرْدُنُ	(m.) Jordan
كَلِمَةٌ	word
جُمْلَةٌ	sentence

Note on greetings

1. مَرْحَبًا (pronounced marḥaban or marḥaba) is a friendly, somewhat informal greeting. The response is the same.

2. كَيْفَ الْحَالُ means literally "How is the condition?" It is a polite enquiry about health. The response, بِخَيْرٍ, means literally "in (a state of) well-being, or prosperity".

3. الْحَمْدُ لِلَّهِ means literally "Praise belongs to God, Praise is God's" and is often used as a response to the question "How are you?" The impli-

cation is, of course, that all is well (thanks to God), and so اَلْحَمْدُ لِلّٰهِ itself may serve as the entire answer. The phrase is also commonly used on other occasions as well, to express happiness--or resignation--over what has happened.

C. Grammar and drills

ج - اَلْقَوَاعِدُ وَالتَّمَارِينُ

1. Negative of equational sentences:	لَيْسَ
2. Interrogative	أَ
3. Word order:	جَدًّا
4. Numerals 6-10	

1. Negative of equational sentences: لَيْسَ

As we have seen before (1.C.2), equational sentences have no verb. They are made negative, however, by use of the verb لَيْسَ which means 'is not', 'are not', or 'am not' and has different forms depending on the subject. Here are examples showing equational sentences and the corresponding negatives:

Affirmative:	• سَلِيمٌ مِنْ بَيْرُوتَ	'Salim is from Beirut.'
Negative:	• لَيْسَ سَلِيمٌ مِنْ بَيْرُوتَ	'Salim is not from Beirut.'
Affirmative:	• مَرْيَمٌ هُنَا	'Maryam's here.'
Negative:	• لَيْسَتْ مَرْيَمٌ هُنَا	'Maryam isn't here.'

Some points should be noted here. First, the usual word order in these negative sentences is (¹لَيْسَ - ²subject - ³predicate). (Here, and elsewhere, we use the form لَيْسَ as a cover-term, meaning "any form of" that verb.) Second, the form لَيْسَ is used when the subject is masculine singular (like سَلِيمٌ) and the form لَيْسَتْ is used when the subject is feminine singular (like مَرْيَمٌ). Third, the subject of لَيْسَ is in the nominative case.

The following are examples of equational sentences in which the subject is a personal pronoun, and their corresponding negatives:

Affirmative:	هُوَ فِي الْقَاهِرَةِ.	'He's in Cairo.'
Negative:	لَيْسَ فِي الْقَاهِرَةِ.	'He's not in Cairo.'
Affirmative:	هِيَ هُنَا.	'She's here.'
Negative:	لَيْسَتْ هُنَا.	'She's not here.'
Affirmative:	أَنْتَ مِنَ الْخَرْطومِ.	'You're from Khartoum.'
Negative:	لَسْتَ مِنَ الْخَرْطومِ.	'You're not from Khartoum.'

The point to note here is that when لَيْسَ is used, it is not necessary to have a separate pronoun subject, since the form of the verb itself clearly indicates whether the subject is 'he', 'she', 'you (masculine)', and so on.

Here are all the singular forms of the negative verb لَيْسَ :

3 MS	لَيْسَ	'(he, it (m.)) is not'
FS	لَيْسَتْ	'(she, it (f.)) is not'
2 MS	لَسْتَ	'you (m.) are not'
FS	لَسْتِ	'you (f.) are not'
1 S	لَسْتُ	'I am not'

The pronoun subject may be used if special emphasis is called for:

كَسْتَ أَنْتَ الْمُدِيرَ هُنَا . أَنَا الْمُدِيرُ.	'You're not the director here; I'm the director!'
----------------------------------------------------	------------------------------------------------------

Finally, the predicate of a sentence made negative by لَيْسَ is in the accusative case: (This rule applies only to nouns and adjectives, and not to prepositional phrases and adverbs, as only the former have varying case endings.) Here are examples:

لَيْسَ فَرِيدٌ الْمُدِيرَ.	'Farid isn't the director.'
لَيْسَتْ سَكْرَتِيرَةٌ.	'She's not a secretary.'
لَسْتُ جَدِيدًا هُنَا.	'You're not new here.'
لَسْتُ عَرَبِيَّةً.	'You're not an Arab.'
لَسْتُ تَالِبًا.	'I'm not a student.'

Drill 1. (Also on tape) Recognition: Subject of لَيْسَ.

Give the independent pronoun corresponding to each of the following forms of لَيْسَ. Ex.

- | | |
|------------------------------|----------------------------|
| 'He is not from Beirut' | ليس من بيروت - هو |
| ١ - لَسْتُ مِنْ بَيْرُوتَ. | ٤ - لَسْتُ مِنْ بَيْرُوتَ. |
| ٢ - لَسْتُ مِنْ بَيْرُوتَ. | ٥ - لَيْسَ مِنْ بَيْرُوتَ. |
| ٣ - لَيْسْتُ مِنْ بَيْرُوتَ. | ٦ - لَسْتُ مِنْ بَيْرُوتَ. |

Drill 2. (Also on tape) Negation.

Negate the following sentences using the appropriate form of لَيْسَ. Ex.

'She's a new student.' هي طالبةٌ جديدةٌ .

'She's not a new student.' لَيْسَتْ طالبةٌ جديدةٌ .

- | | |
|-----------------------|---------------------------|
| ١ - هو طالب . | ٤ - هي عربيّةٌ من لبنان . |
| ٢ - انتِ جديدةٌ هنا . | ٥ - انا من الاردن . |
| ٣ - انتَ المدير هنا . | ٦ - انتَ في المكتبة . |

Drill 3. Written. Negation.

Negate the following sentences using the appropriate form of لَيْسَ ; be sure to write the vowel sign for the case of the predicate. Ex.

'Samir is a professor.' سَمِيرٌ أَسَاتُزٌ .

'Samir is not a professor.' لَيْسَ سَمِيرٌ أَسَاتُزًا .

- ١ - نانسي مدرّسة .
- ٢ - فريد موجود في المكتب .
- ٣ - الجامعة بعيدة .
- ٤ - سامي في المكتبة .
- ٥ - سليم من المغرب .
- ٦ - المدير عربي .
- ٧ - نجيب في الجامعة .
- ٨ - الشباك جديد .

2. Interrogative أَ

In addition to هَلْ (see 1.C.3) there is another interrogative particle with the same general function: to introduce a question which may be answered "Yes" or "No". This particle is أَ , and since it consists of only one letter it is written as part of the following word. In some contexts either هَلْ or أَ may be used, for example:

هَلْ هَذَا كِتَابٌ ؟ أَهَذَا كِتَابٌ ؟	'Is this a book?'
هَلْ هُوَ مِنْ بَيْرُوتَ ؟ أَهُوَ مِنْ بَيْرُوتَ ؟	'Is he from Beirut?'

There are some contexts, however, in which هَلْ is preferred, for example, before words beginning with wasla, such as those with the definite article:

هَلِ الْمُدِيرُ فِي الْمَكْتَبِ ؟	'Is the director in the office?'
-----------------------------------	----------------------------------

And there are other contexts in which أَ is the usual choice, for example before a negative:

أَلَيْسَ الْمُدِيرُ فِي الْمَكْتَبِ ؟	'Isn't the director in the office?'
أَلَيْسَ كَذَلِكَ ؟	'Isn't it so?'

Drill 4. Question formation. هَلْ / أَ

Form questions from the following statements, using هَلْ or أَ as appropriate. Ex.

'This is a door.'

هذا باب ←

'Is this a door?'

أهذا باب ← هل هذا باب ؟

'The word is new.'

الكلمة جديدة ←

'Is the word new?'

هل الكلمة جديدة ؟

'The library is not far away.'

ليست المكتبة بعيدة ←

'Isn't the library far away?'

أليست المكتبة بعيدة ؟

١ - المدير موجود هنا. ٤ - هذه الجامعة جديدة.

٢ - هذه الطالبة عربية. ٥ - ليست الجملة عربية.

٣ - لست من تونس. ٦ - الاستاذ فريد من الرباط.

Drill 5. (Also on tape) Question formation: Ex. أليس

'Salim is a student.'

سليم طالب .

'Isn't Salim a student?'

أليس سليم طالباً ؟

١ - الاستاذ من القاهرة. ٥ - هذا الكتاب جديد.

٢ - هو من بيروت. ٦ - هي طالبة من لبنان.

٣ - المدير موجودة هنا. ٧ - انا عربي.

٤ - المكتب بعيد من الجامعة. ٨ - انت من السودان.

3. Word order: جداً

The adverb 'very' follows the adjective it modifies, instead of preceding it as in English:

المكتبة بعيدة جداً.

'The library is very far away.'

ليس هذا الكرسي جديداً جداً.

'This chair is not very new.'

Drill 6. (On tape) Sentence addition: جداً

Drill 7. Written. Question formation

Form questions from the following statements, choosing from these question

words the one which questions the underlined word(s).

مَنْ ، ما ، أين ، هل ، أ ، أليس ، من اين

- ١ - هذا الاستاذ من مصر .
- ٢ - الآنسة هند موجودة في المكتبة .
- ٣ - هذا المدرس سامي .
- ٤ - هذا الكتاب جديد .
- ٥ - الطالب من المغرب .
- ٦ - الجامعة بعيدة من هنا .
- ٧ - ليس هذا الاستاذ من الرباط .
- ٨ - الاستاذ في بيروت .

4. Numerals 6-10

The following forms of these numerals are used in counting:

6 six	ستة - ٦
7 seven	سبعة - ٧
8 eight	ثمانية - ٨
9 nine	تسعة - ٩
10 ten	عشرة - ١٠

Drill 8. (On tape) Substitution.

Lesson Five

أ - النص الاساسي

امام المتحف الوطني

الدَّرْسُ الْخَامِسُ

A. Basic Text

In Front of the National Museum

١ - الزائر: أهذا هو المتحف الوطني القديم أم الحديث ؟ Is this the old national museum or the new one?

٢ - الموظف: هذا هو المتحف الحديث . المتحف القديم بناه بعيد من هنا . This is the new museum. The old museum is a building far from here.

٣ - الزائر: هل أنت موظف هنا ؟ Are you an employee here?

٤ - الموظف: نعم . Yes.

٥ - الزائر: من المدير ؟ Who is the director?

٦ - الموظف: الدكتور براون ، هو رجل اجنبي مشهور . Dr. Brown. He is a famous foreigner.

٧ - الزائر: من اين هو ؟ Where is he from?

٨ - الموظف: هو من امريكا . هل أنت امريكي ؟ He's from America. Are you American?

٩ - الزائر: لا . أنا فرنسي ، هل المدير موجود في المتحف ؟ No, I'm French. Is the director in the museum?

١٠ - الموظف: نعم . هو في مكتبه . Yes, he's in his office.

١١ - الزائر: أين مكتبه ؟ Where is his office?

١٢ - الموظف: مكتبه هو المكتب الكبير القريب من الباب . His office is the large one near the door.

١٣ - الزائر: واين مكتبك ؟ And where is your office?

١٤ - الموظف: مكنتي امام مكتبه . My office is across from his.

B. Vocabulary

الْخَامِسُ	the fifth	براون	Brown (name)
أَمَامَ	in front of, across from	أَمْرِيكِيّ	American
مَتْحَفٌ	museum	رَجُلٌ	man
وَطَنِيّ	national; nationalist(ic)	أَجْنَبِيّ	foreign; foreigner
زَائِرٌ	visitor (n.); visiting (adj.) (ب)	مَشْهُورٌ	famous (for)
قَدِيمٌ	old, ancient	فَرَنْسِيّ	French; Frenchman
أَوْ	or	مَكْتَبُهُ	his office
حَدِيثٌ	modern, new	كَبِيرٌ	big, large; important; senior
مَوْظَفٌ	employee, official	قَرِيبٌ (مِنْ)	near (to)
بِنَاءٌ	a building	مَكْتَبُكَ	your (m.s.) office
دُكْتُورٌ	doctor; Ph.D. (pron. <u>duktoor</u>)	مَكْتَبِي	my office

Additional vocabulary

فَرَنْسَا	France
صَفٌّ	class; classroom

C. Grammar and drills

ج - الْقَوَاعِدُ وَالتَّمَارِينُ

1. Noun-adjective phrases
2. Pronoun of separation
3. Nisba: The relative adjective
4. وَهُيَ and وَهُوَ
5. Pronoun suffixes with nouns

1. Noun-adjective phrases

Note the underlined phrase in the sentence below:

هَذَا هُوَ الْمَتْحَفُ الْحَدِيثُ. 'This is the new museum.'

In this phrase the noun الْمَتْحَفُ 'the museum' is modified by the adjective الْحَدِيثُ 'new, modern'. Such a construction is a noun-adjective phrase, and there are two points to be noted about it. First, the adjective follows the noun it modifies, instead of preceding it as in English. Second, the adjective agrees with its noun in several ways: (a) in gender: if the noun is masculine, the adjective has its masculine form, and if the noun is feminine, the adjective has its feminine form:

الرَّجُلُ الْمَشْهُورُ 'the famous man'
الْجَامِعَةُ الْمَشْهُورَةُ 'the famous university'

(b) in case: the adjective is in the same case as the noun:

هَذَا هُوَ الدَّرْسُ الثَّالِثُ. 'This is the third lesson.'
فِي الدَّرْسِ الثَّالِثِ 'in the third lesson'

(c) in definiteness: if the noun is definite, the adjective has the definite article. A noun is definite not only when it has the definite article itself, but also when it has an attached pronoun suffix (see 5 below), or when it is a proper name. If the noun is indefinite, the adjective is also indefinite. Examples with definite nouns:

الْمَكْتَبُ الْجَدِيدُ 'the new office'
مَكْتَبُهُ الْجَدِيدُ 'his new office'
مِصْرُ الْقَدِيمَةُ 'ancient Egypt'
جورج الثالثُ 'George the Third'

Examples with indefinite nouns:

بِنَاءٌ بَعِيدٌ	'a distant building'
فِي جَامِعَةٍ مَشْهُورَةٍ	'in a famous university'

Now do Drill 1.

The noun-adjective phrase functions as a single unit in a sentence, the whole phrase serving as subject, predicate, object of a preposition, after *هَذَا* in a demonstrative phrase, and so on.

Note carefully the distinction between constructions like the two following:

الْمُتَحَفُ مَشْهُورٌ.	'The museum is famous.'
الْمُتَحَفُ الْمَشْهُورُ	'the famous museum'

The first is a complete sentence, consisting of a subject and a predicate; as a predicate the adjective agrees with the noun subject in gender but not in definiteness. As for case, in sentences like the one above both subject and predicate are nominative, as we have already seen (see 2.C.4.) (The predicate is usually indefinite, but may rarely be definite if the meaning requires.)

The second example above is not a sentence but only a noun-adjective phrase; here an adjective agrees with its noun in gender, definiteness, and case.

The adjective in a noun-adjective phrase may itself be modified, usually by a simple adverb or by a prepositional phrase. The noun and the adjective with its modifiers are all part of the noun-adjective phrase:

بِنَاءٌ بَعِيدٌ جِدًّا	'a very distant building'
بِنَاءٌ بَعِيدٌ مِنْ هُنَا	'a building far from here'

(Note that, in English, an adjective which has modifiers sometimes must follow

the noun, as in the second example above.)

Finally, the noun-adjective phrase may consist of a noun and two or more adjectives in a string, each one following the rules of agreement mentioned above. Only the last of two or more adjectives may have a modifier. Examples:

الْمُتَحَفُ الْوَطَنِيُّ الْقَدِيمُ	'the old national museum'
فِي جَامِعَةٍ عَرَبِيَّةٍ مَشْهُورَةٍ جَدًّا	'in a very famous Arab university'

Now do Drills 2, 3 and 4.

Drill 1. Written. Recognition drill: Agreement.

Identify the features (gender, case, definiteness) shared by the members of each noun-adjective phrase below. Ex.

'The new student'	الطالِبُ الْجَدِيدُ
Definite, masculine singular, nominative case	
٤ - اِمَامُ الرَّجُلِ الْاِمْرِيكِيِّ	١ - فِي الْمَتْحَفِ الْوَطَنِيِّ
٥ - مِنْ مَكْتَبٍ كَبِيرٍ	٢ - زَائِرٍ اجْنَبِيٍّ
٦ - الدَّرْسُ الْاَوَّلُ	٣ - الْمَكْتَبَةُ الْحَدِيثَةُ

Drill 2. (Also on tape) Substitution: Noun-adjective phrases.

Substitute the listed indefinite adjectives for the underlined definite adjective in the model sentence, making the adjective definite.

a. Masculine:

'The new professor is from Khartoum.' الاسْتَاذُ الْجَدِيدُ مِنَ الْخَرْطومِ.

مَشْهُورٌ

قَدِيمٌ

مَوْجُودٌ هُنَا

اجْنَبِيٍّ

عَرَبِيٍّ

b. Feminine:

'The new professor (f.) is from Khartoum.' الاستاذة الجديدة من الخرطوم.

Repeat, using same adjectives as above.

Drill 3. Written or oral. Word combination.

Combine the following words into meaningful sentences, as shown, making any necessary changes. Ex.

واشنطن	اجنبي	استاذ
'Washington'	'foreign'	'professor'

'The foreign professor is from Washington.' الاستاذ الاجنبي من واشنطن

١ - مدير - سوداني - الخرطوم

٢ - مدرسة - عربي - العراق

٣ - طالب - سعودي - الرياض

٤ - استاذة - مصري - القاهرة

٥ - موظف - جديد - تونس

Drill 4. (On tape) Written. Recognition: Noun-adjective phrase.

2. Pronoun of separation (ضمير الفصل)

We have seen that هَذَا مَتَحَفٌ is an equational sentence meaning 'This is a museum', and that هَذَا اَلْمَتَحَفُ is a demonstrative phrase (not a complete sentence) meaning 'this museum'. How then does one say in Arabic 'This is the museum'? The answer is: هَذَا هُوَ اَلْمَتَحَفُ. In such a construction هُوَ is called a pronoun of separation, serving to separate the demonstrative and the definite noun and thus to distinguish the whole construction from هَذَا اَلْمَتَحَفُ 'this museum'. The pronoun of separation agrees with the subject in gender and number. Thus, if the subject is masculine singular, the pronoun is هُوَ as above; if the subject is feminine singular, the pronoun is هِيَ. Other examples:

Phrase	هَذَا الْبِنَاءُ	'this building'
Sentence	هَذَا هُوَ الْبِنَاءُ.	'This is the building.'
Phrase	هَذِهِ الْجَامِعَةُ	'this university'
Sentence	هَذِهِ هِيَ الْجَامِعَةُ.	'This is the university.'
Phrase	هَذَا الرَّجُلُ الْمَشْهُورُ	'this famous man'
Sentence	هَذَا هُوَ الرَّجُلُ الْمَشْهُورُ.	'This is the famous man.'

The pronoun of separation is normally used also after any subject, demonstrative or not, when that subject is long or complex, or when the predicate begins with the definite article or is otherwise definite, as in:

هَذَا هُوَ الْقَدِيمُ.	'This is the old one.'
الْأَسْتَاذُ هُوَ فَرِيدٌ.	'The professor is Farid.'
سَلِيمٌ هُوَ الْأَسْتَاذُ.	'Salim is the professor.'

Contrast the last sentence with سَلِيمٌ الْأَسْتَاذُ, which would normally be understood to mean "Salim, the professor".

Drill 5. Transformation: Demonstrative phrase → sentence with definite and indefinite predicate:

- T : 'this large building' الاستاذ : هذا البناء الكبير
S₁: 'This is the large building.' الطالب الاول : هذا هو البناء الكبير.
S₂: 'This is a large building.' الطالب الثاني : هذا بناء كبير.

Repeat with:

- ١ - هذا المتحف القديم ٤ - هذه المكتبة الحديثة
٢ - هذه الموظفة الاجنبية ٥ - هذا البناء الكبير
٣ - هذا الرجل المشهور ٦ - هذا الموظف المشهور

3. Nisba: The relative adjective

English has various devices for making adjectives from nouns, as illustrated

by these examples:

<u>Noun</u>	<u>Relative Adjective</u>
America	American
Rome	Roman
Finn	Finnish
element	elemental
base	basic

In Arabic, the main device for making such adjectives from nouns is the suffix ^ي -iyy- (feminine ^{يَّة} -iyya(t)-) added to the noun in place of any case ending it might have. Appropriate case endings are then added after this suffix.

<u>Noun</u>	<u>Adjective</u>		
	<u>m.</u>	<u>f.</u>	
لُبنَانُ 'Lebanon'	لُبنَانِيّ	لُبنَانِيَّة	'Lebanese'
مِصْرُ 'Egypt'	مِصْرِيّ	مِصْرِيَّة	'Egyptian'
وَطَنُ 'fatherland, nation'	وَطَنِيّ	وَطَنِيَّة	'national'
أَسَاسُ 'base'	أَسَاسِيّ	أَسَاسِيَّة	'basic'

Adjectives formed with this nisba suffix (Arabic ^{نِسْبَة} 'relationship') are called "nisba" or "relative" adjectives; they follow the same rules of agreement as any other adjective. The nisba suffix has been borrowed into English on such words as Iraqi, Kuwaiti, Baghdadi, etc.

In forming a relative adjective from a noun the nisba suffix is added to the noun stem, that is, the original noun stripped of any of the following that it might have:

- the definite article: اَلْعِرَاقُ 'Iraq' -- عِرَاقِيّ 'Iraqi'
- feminine suffix: اَلْقَاهِرَةُ 'Cairo' -- قَاهِرِيَّة 'Cairene'
- these vowels or combinations:

-aa	أَمْرِيكَا	'America'	أَمْرِيكِيّ	'American'
	فَرَنْسَا	'France'	فَرَنْسِيّ	'French'
-iyaa	لِيْبِيَا	'Libya'	لِيْبِيّ	'Libyan'
	سُورِيَا	'Syria'	سُورِيّ	'Syrian'

Very often, in practice, -iyyun is pronounced -ii in its pausal form.

Nisba adjectives which are not formed according to the rules above or which have special meanings will be listed in the coming vocabularies; you will be expected to recognize or to form all other (regular) ones.

Drill 6. (Also on tape) Transformation: Prepositional phrase → nisba.

- a. 'The professor is from Lebanon.' → الاستاذ من لبنان ←
 'The professor is Lebanese.' الاستاذ لبنانيّ .
- ١ - الاستاذ من مصر
 ٢ - الاستاذ من القاهرة
 ٣ - الاستاذ من امريكا
 ٤ - الاستاذ من الرباط
 ٥ - الاستاذ من العراق
 ٦ - الاستاذ من تونس
 ٧ - الاستاذ من لبنان
 ٨ - الاستاذ من الاردن
- b. 'The library is in America.' → المكتبة في امريكا ←
 'The library is American.' المكتبة امريكية
- ١ - في تونس
 ٢ - في فرنسا
 ٣ - في السودان
 ٤ - في المغرب
 ٥ - في الجامعة
 ٦ - في السعودية

Drill 7. Substitution: Nisba with أَمّ .

- 'Is the director from Lebanon or Iraq?' الاستاذ : هل المدير من لبنان أم العراق ؟
 'Is the director Lebanese or Iraqi?' الطالب : هل المدير لبنانيّ أم عراقيّ ؟

Repeat with the following:

- ١ - من امريكا أم فرنسا ؟
 ٢ - من تونس أم المغرب ؟
 ٣ - من بيروت أم دمشق ؟
 ٤ - من الرياض أم الرباط ؟
 ٥ - من مصر أم سوريا ؟
 ٦ - من الاردن أم الكويت ؟

Drill 8. Written. Transformation: Feminine → masculine.

Rewrite the following sentences, changing all feminine forms to masculine. Ex.

'The new student (f.) is Lebanese.' ← الطالبة الجديدة لبنانية.

'The new student (m.) is Lebanese.' الطالب الجديد لبناني.

١ - الزائرة الاجنبية اردنية.

٢ - الموظفة الجديدة عربية.

٣ - المدير الموجد هنا سودانية.

٤ - الاستاذة الجامعية مشهورة.

٥ - المدرسة المصرية قاهرية.

4. وَهِيَ and وَهُوَ

The particle وَ 'and' is one of those Arabic particles that are spelled with one letter, written as part of the following word, and unstressed. Before the words هُو 'he' and هِيَ 'she', however, وَ is preferably stressed and the two pronouns lose their first vowel, thus:

وَهُوَ 'and he' (wáhwa)

وَهِيَ 'and she' (wáhya)

Drill 9. Transformation: Conjunction with وَهُوَ .

Combine the two sentences provided into one sentence, using وَهُوَ or وَهِيَ .

Ex.

'The student's in the library.'

'The student's Lebanese.'

'The student's in the library and he's Lebanese.'

← { الطالب في المكتبة.
الطالب لبناني.

الطالب في المكتبة وهو لبناني .

{ المتحف قديم.
المتحف كبير جداً. - ٢

{ المدير موجود هنا.
المدير قاهري. - ١

{ الكلمة موجودة في الكتاب. الكلمة عربيّة. - ٦	{ المكتبة في القاهرة. المكتبة حديثة. - ٣
{ الطالب في الصف. الطالب اجنبي. - ٧	{ الجملة في الدرس. الجملة اساسيّة. - ٤
	{ الكرسي في المكتب. الكرسي كبير. - ٥

5. Pronoun suffixes with nouns

In addition to independent pronouns, such as أَنَا 'I', أَنْتَ 'you' and هُوَ 'he', Arabic has pronoun suffixes--short forms added to the end of words. These suffixes may be added to most parts of speech, with different meanings resulting in each case. Pronoun suffixes added to nouns express possession. For example, the suffix هُـ 'him' may be attached to the noun مَكْتَبُ 'office' to give مَكْتَبُهُ 'his office'. There is a pronoun suffix corresponding to each of the independent pronouns. The singular forms are as follows:

	<u>Independent</u>	<u>Suffix</u>	<u>Example</u>	
3 MS	هُوَ	هُـ	مَكْتَبُهُ	'his office'
3 FS	هِيَ	هَاـ	مَكْتَبُهَا	'her office'
2 MS	أَنْتَ	كَـ	مَكْتَبُكَ	'your office'
2 FS	أَنْتِ	كَـ	مَكْتَبُكِ	'your office'
1 S	أَنَا	يـ	مَكْتَبِي	'my office'

Three points may be noted about these constructions:

- (1) When a pronoun suffix is added to a noun, the noun thereby becomes definite, and thus never has nunation or the definite article:

مَكْتَبُ	'an office'	مَكْتَبُهُ	'his office'
الْمَكْتَبُ	'the office'		

In a noun-adjective phrase, the noun with pronoun suffix must therefore take a definite adjective:

مَكْتَبُهُ الْجَدِيدُ	'his new office'
جَامِعَتُكَ الْكَبِيرَةُ	'your large university'

(2) Pronoun suffixes are added to the noun after the case ending:

Nom.	مَكْتَبُكَ	'your office'
Gen.	مَكْتَبِكَ	
Acc.	مَكْتَبَكَ	

The first person singular suffix ي 'my', however, is added directly to the stem of the noun without the case ending:

Nom./Gen./Acc.	مَكْتَبِي	'my office'
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(3) When هـ 'his' is added to a word ending in ـ i, ي ii or ي ay, its vowel is changed to هـ -hi. Contrast the shape of هـ in the genitive as opposed to the other two cases.

Nom.	مَكْتَبُهُ	'his office'
Gen.	مَكْتَبِهِ	
Acc.	مَكْتَبَهُ	

This is strictly a matter of pronunciation; it happens after all parts of speech and is automatic after i, ii, or y.

Drill 10. (Also on tape) Substitution/transformation: Independent pronoun or noun → pronoun suffix. Ex.

كِتَابُهُ	كِتَابٌ - هُوَ ←
'his book'	'he' - 'book'
كِتَابُهَا	كِتَابٌ - مَرْيَمُ ←
'her book'	'Maryam' 'book'

Repeat with:

المدرّس	أنا
الاستاذة	أنت
أنت	هي
هو	مريم
المدرّسة	سامي

Drill 11. Written. Recognition: Possessive pronoun.

The following nouns have attached pronoun suffixes. Write the independent pronoun (هُوَ ، أَنَا ، etc.) which corresponds to each suffix. Ex.

كِتَابُهُ	هُوَ
'his book'	'he'
استاذها	درسك
مديرك	قلمها
كتابك	مكتبتي
مكتبتي	مدرّسك
جامعته	ورقته

Drill 12. (On tape) Written. Recognition: Pronoun suffixes.

أ - النص الأساسي

الدراسة في أمريكا

حضر كريم الى أمريكا من لبنان ودرس في جامعة جورجيتاون . وبعد
الحصول على شهادة في اللغة الانكليزية رجع الى بيروت ودرس في مدرسة
ثانوية .

وداد صديقة كريم . درست اللغة العربية في الجامعة الامريكية
في بيروت ، وبعد سنة انتقلت الى جامعة تكساس في أوستن . بعد
الانتهاء من الدراسة ، رجعت الى الشرق الاوسط ودرست في جامعة بغداد . completing

A. Basic Text

Studying in America

Karim came to America from Lebanon and studied at Georgetown University.
After obtaining a degree in the English language, he returned to Beirut and
taught in a secondary school.

Widad is Karim's friend. She studied the Arabic language at the American
University in Beirut, and after a year she transferred to the University of
Texas at Austin. After completing her studies she returned to the Middle East
and taught at the University of Baghdad.

B. Vocabulary

ب - المفردات

السادس	the sixth
دراسة	study, studying (n.)
حضر الى ، من	he came to, from
كريم	Karim (m. name)

إِلَى	to
دَرَسَ	he studied
جورجتاون ، جورج تاون	Georgetown
بَعْدَ	after (prep.)
الْحُصُولُ عَلَى	obtaining (n.)
شَهَادَةٌ	diploma, degree
لُغَةٌ	language
لُغَوِيٌّ	(nisba of لُغَةٌ) linguistic, language-(adj.); linguist, grammarian
إِنْكَلِيزِيٌّ ، إِنْجَلِيزِيٌّ	(pronounced ? <u>ingiliiziyy</u>) English (n. or adj.); Englishman
رَجَعَ	he returned
دَرَسَ	he taught
مَدْرَسَةٌ	school
ثَانَوِيٌّ	secondary
صَدِيقٌ	friend
دَرَسَتْ	she studied
سَنَةً	year
سَنَوِيٌّ	(nisba of سَنَةً) yearly, annual
اِنْتَقَلَتْ	she transferred, she moved
تِكْسَاسَ	Texas
أُوسْتِنَ	Austin
رَجَعَتْ	she returned
الشَّرْقُ الْاَوْسَطُ	the Middle East (شَرْقٌ 'east')
دَرَسَتْ	she taught
بَغْدَادَ	Baghdad

Vocabulary note: الخ 'etc.' is an abbreviation of إِلَى آخِرِهِ 'et cetera, and so forth' (lit., "to its end").

1. The definite article: Generic use
2. Verbs: Perfect tense, 3 m.s. and 3 f.s.
3. Verbal sentences
4. Idāfa constructions (الإضافة)

1. The definite article: Generic use

In English a singular noun with the definite article may refer to the whole class of beings or things indicated by the noun. Thus, in "The horse is a noble animal" reference is made not to some particular horse but to horses in general. Often, a plural noun without the article expresses the same idea: "Horses are noble animals." The use of the article to indicate a whole class is quite restricted in English: not only must the noun be singular; it must also refer to countable things rather than to substance in a mass, or to abstractions: the article can be used in "The wheel was their greatest invention" but not in "Sugar is expensive" or "Honesty is the best policy".

In Arabic the definite article is regularly used to express the whole class, but without the restrictions which apply to English. The Arabic article is used in this sense with both singular and plural nouns, and with countable or non-countable nouns. Three important categories where the article is used in Arabic are as follows:

a. General class of persons or things

"Students look forward to vacations."

"Watermelon is good for you."

"Prices are high there."

b. Abstractions

"Bravery was their most admirable quality."

"Truth is stranger than fiction."

c. Actions or states

"after obtaining a degree"

بَعْدَ الْحُصُولِ عَلَى شَهَادَةٍ

"in studying here"

فِي الدِّرَاسَةِ هُنَا

"after completing (one's) studies"

بَعْدَ الْإِنْتِهَاءِ مِنَ الدِّرَاسَةِ

2. Verbs: Perfect tense, 3 m.s. and 3 f.s.

The Arabic verb has two tenses, the perfect and the imperfect. Very briefly, the perfect tense is used to narrate completed events, e.g. "He arrived yesterday", while the imperfect basically describes situations or events which have not yet been completed, e.g. "He is studying for a test", "He is going to eat later". In this lesson the perfect tense is introduced.

The verbs

حَضَرَ إِلَى	'he came to'	حَضَرَتْ إِلَى	'she came to'
دَرَسَ	'he studied'	دَرَسَتْ	'she studied'
رَجَعَ	'he returned'	رَجَعَتْ	'she returned'
دَرَسَ	'he taught'	دَرَسَتْ	'she taught'

are in the perfect tense; they denote a completed action or event, corresponding in general to what in English is usually termed the past tense (as in "he went") or the present perfect (as in "he has gone"). Verbs in the perfect tense consist of a stem and a subject marker. The stem indicates the basic meaning and the tense of the verb; the subject marker indicates the person, gender, and number of the subject. The following chart shows the stems of

the verbs shown above:

ḥadar-	'came'
daras-	'studied'
rajaʿ-	'returned'
darras-	'taught'

The two subject markers taken up in this lesson are:

<u>-a</u>	indicating that the subject is third person, masculine, singular (3 m.s.)
<u>-at</u>	indicating that the subject is third person, feminine, singular (3 f.s.)

Thus, in the verbs of this lesson, if the subject of the verb is masculine singular (for example كَرِيمٌ 'Karim'), the verb form ends in -a; if the subject is feminine singular (for example وَدَادٌ 'Widad') the verb form ends in -at. Examples:

حَضَرَ كَرِيمٌ.	'Karim came.'
حَضَرَتْ وَدَادٌ.	'Widad came.'

Since the verb form includes a subject-marker, it is not necessary in Arabic, as it is usually in English, to express a pronoun subject:

رَجَعَ	'he returned'
رَجَعَتْ	'she returned'

If a verb ending in the subject-marker -at is followed by waṣla, a helping vowel -i is added to it:

دَرَسَتِ الطَّالِبَةُ	'the student (f.) studied'
دَرَسَتِ اللُّغَةَ	'she studied the language'

Now do Drills 1 and 2.

Drill 1. Recognition: Subject of verb.

Give the independent pronoun corresponding to the subject of each verb in the sentences read. Ex.

'He studied Arabic.'

درس اللغة العربية - هو

- | | |
|-----------------------------|-----------------------------------|
| ١ - درست في مدرسة ثانوية. | ٦ - رجعت من بيروت. |
| ٢ - رجع الى لبنان. | ٧ - درس في جامعة القاهرة |
| ٣ - حضر الى الصف. | ٨ - انتقل الى بغداد. |
| ٤ - انتقلت الى جامعة تكساس. | ٩ - حضرت الى بيروت من دمشق. |
| ٥ - درس اللغة الانكليزية. | ١٠ - درست اللغة العربية في لبنان. |

Drill 2. (Also on tape) Substitution: Verbal sentences.

Substitute the following words for the underlined item.

a. 'Karim came to America.'

حضر كريم الى امريكا.

المدير	سمير
السيد سليم	الزائر الاجنبي
	سامي

b. 'Widad studied French.'

درست وداد اللغة الفرنسية

الطالبة	السكرتيرة
سميرة	مريم
الآنسة هند	

c. 'Farid transferred to the University of Baghdad.'

انتقل فريد الى جامعة بغداد

السيد سامي
الآنسة نانسي

الطالبة
هند
الاستاذ

3. Verbal sentences

In previous lessons we have described and illustrated equational sentences. Now we take up the second of the three main types of Arabic sentences, the verbal sentence. A verbal sentence contains a verb. In its simplest form a verbal sentence consists of only one word, the verb itself, the subject being indicated by the form of the verb:

رَجَعَ	'He returned.'
رَجَعَتْ	'She returned.'

A verbal sentence may also contain an expressed subject, for example a noun or a noun-adjective phrase. The usual order is verb first, then subject. The subject is in the nominative case. The verb agrees with the subject in gender: if the subject is masculine, the verb is in its masculine form; if the subject is feminine, the verb is in its feminine form. Examples:

Subject	Verb	
كَرِيمٌ	رَجَعَ	'Karim returned.'
الطالبة الجديدة	رَجَعَتْ	'The new student (f.) returned.'

If a feminine subject follows the verb, but is separated from it by another word or phrase, the verb may be either masculine or feminine:

إلى الجامعة زائرة أجنبية	{ حَضَرَ حَضَرَتْ	'A foreign visitor (f.) came to the university.'
--------------------------	----------------------	--------------------------------------------------

The verb agrees with the first member of a compound subject: رَجَعَتْ كَرِيمَةٌ وَسَمِيرٌ .

A verbal sentence may contain an object of the verb. Here the usual order is verb - (subject) - object (the parentheses around the word "subject" mean that in such sentences there may or may not be an expressed subject). The object of a verb is in the accusative case. Examples:

Object	Subject	Verb	
اللُّغَةُ الْعَرَبِيَّةُ.	وِدَادٌ	دَرَسَتْ	'Widad studied the Arabic language.'
لُغَةً أجنبيةً.		دَرَسَتْ	'She studied a foreign language.'

Finally, a verbal sentence may contain one or more adverbs, or adverbial phrases, modifying the verb. These adverbial modifiers are typically words or phrases that answer such questions as "where?" (answer: in a secondary school, at Cairo University); "where to?" (to Egypt); "where from ?" (from Iraq); "when?" (yesterday), and so on. Adverbial modifiers may occur in various positions within the verbal sentence; they are underlined in the following examples:

بَعْدَ سَنَةٍ	انتقلت إلى أوسْتِن.	'After a year she transferred to Austin.'
حَضَرَ كَرِيمٌ	إلى أَمْرِيكَا مِنْ لُبْنَانٍ.	'Karim came to America from Lebanon.'
دَرَسَتْ فِي جَامِعَةِ بَغْدَادَ.		'She taught at the University of Baghdad.'

Sentences of any type may be introduced or joined by a conjunction, for example وَ 'and'. It is much more common for an Arabic sentence to begin with وَ than it is for an English sentence to begin with "and". Examples:

أَنَا طَالِبٌ وَأَنْتَ أَسْتَاذٌ.	'I'm a student and you're a professor.'
حَضَرَ كَرِيمٌ مِنْ لُبْنَانٍ وَدَرَسَ فِي جَامِعَةِ جُورْجْ تاون .	'Karim came from Lebanon and studied at Georgetown University.'
وَبَعْدَ سَنَةٍ رَجَعَ إِلَى بَيْرُوتَ .	'(And) after a year he returned to Beirut.'

Drill 3. Written. Recognition.

Copy the following sentences. If the subject is expressed, put it in (parentheses); if there is an object of the verb, underline it once; if there is an adverbial modifier, underline it twice. Ex.

درس (كَرِيم) اللغة العربية في بغداد. 'Karim studied Arabic in Baghdad.'

١ - رجعت وداود من القاهرة.

٢ - وبعد سنة انتقل الى جامعة الرياض.

٣ - درس فريد اللغة الفرنسية ودرست نانسي اللغة العربية.

٤ - رجع سليم وفريدة من المغرب.

٥ - هل حضر كريم الى الصف؟

4. Idāfa constructions: الْإِضَافَةُ

Note the examples shown below:

مَكْتَبُ الْمَدِيرِ	'the office of the director'
بَابُ الْمَتْحَفِ	'the door of the museum'
لُغَةُ النِّصِّ	'the language of the text'

These are examples of a very common Arabic construction called an idāfa (a word meaning 'addition' or 'annexion'). An idāfa is a phrase consisting of two nouns, the second immediately following the first. These nouns are called the first term and the second term of the idāfa. The first term is the head of the phrase: in the examples above we are talking about some kind of office, or door, or language. The second term gives further information about the first: for example, it tells us whose office, which door, what language.

The idāfa is the usual way to express the relationship of possession--the first term being the possessed and the second term the possessor. But it serves also to express the various kinds of modifications expressed in the English translations outlined in the following paragraph.

An idāfa construction usually corresponds to one of three English constructions. The first is an "of" construction, as we have seen (in the following examples the Arabic first term and the corresponding English noun are underlined):

مَكْتَبُ الْمُدِيرِ 'the office of the director'

The second is a construction involving the possessive 's (or s'):

مَكْتَبُ الْمُدِيرِ 'the director's office'

The third is a construction in which the two English nouns are directly juxtaposed, the first modifying the second:

مَكْتَبُ الْمَتْحَفِ 'the museum office'

From these three examples it can be seen that in Arabic the head noun (مَكْتَبٌ) is always the first, whereas in English the position of the head noun (office) varies. Which of the three types of English construction should be selected to translate an Arabic idāfa depends on English usage; as far as the Arabic is concerned, there is only one possible order of words.

Now let us examine more closely the function of the idāfa and its constituent elements. These are the important points to remember:

a. As a noun phrase, the whole idāfa functions as a single unit within a sentence, serving as subject, predicate, object of verb or preposition, and so on. The first term may be in any case, depending on the function of the idāfa within the sentence. The second term of an idāfa is always genitive.

Examples:

<p><u>First term nominative</u></p> <p style="text-align: center;">هَذَا مَكْتَبُ الْمُدِيرِ. 'This is the director's office.'</p>

First term genitive

سَلِيمٌ فِي مَكْتَبِ الْمُدِيرِ.

'Salim is in the director's office.'

First term accusative

دَرَسَتْ نَصَّ الدَّرْسِ.

'She studied the text of the lesson.'

b. The first term never has the definite article or nunation. The second term may have either. All previous examples have shown the second term with the definite article. Here are examples in which it has nunation:

كِتَابُ طَالِبٍ

'a student's book'

مُوَظَّفُ جَامِعَةٍ

'a university employee'

مُدِيرُ مَتْحَفٍ

'a museum director'

c. If the second term is definite, then the first term (and the whole idāfa) is definite. The second term, like any noun, is definite if it has the definite article or a pronoun suffix, or if it is a proper noun:

Second term definite

قَلَمُ الْمُدَرِّسِ

'the teacher's pencil'

قَلَمُ أَسْتَاذِهِ

'his professor's pencil'

قَلَمُ مَرْيَمَ

'Maryam's pencil'

جَامِعَةُ جُورْجِ تاون

'Georgetown University'

If the second term is indefinite, then the first term (and the whole idāfa) is indefinite.

Second term indefinite

قَلَمُ مُدَرِّسٍ

'a teacher's pencil'

مُدَرِّسُ لُغَةٍ

'a language teacher'

Now do Drills 4 and 5.

In 2.C.4 we learned that a noun after vocative يا is in the nominative case; if, however, that noun is the first term of an idāfa, it is put in the accusative case. Compare:

يا أستاذ	'O Professor!'
يا أستاذ اللغة العربية	'O Professor of Arabic!'

Now do Drills 4 and 5.

Drill 4. Written.

Underline the idāfa's in each of the following sentences: Ex.

'Karim studied at the University of Rabat.' درس كريم في جامعة الرباط..

- ١ - مكتب المدير قريب من هنا .
- ٢ - رجع بعد الانتهاء من دراسة اللغة العربية . completing
- ٣ - انتقل بعد سنة الى جامعة بغداد .
- ٤ - صديقها مدير متحف وصديقتها مدرسة لغة .
- ٥ - كتاب الطالب جديد .
- ٦ - انتقل صديق وداود الى تونس .

Drill 5. Written.

Make the following into sentences by forming an idāfa from the words in parentheses. Vocalize each sentence and translate into English. Ex.

(الكتاب - الرجل) هنا ←
'The man's book is here.'
كِتَابُ الرَّجُلِ هُنَا .

- ١ - صديقي في (المكتب - السكرتير) .
- ٢ - هل درست (الكتاب - الاستاذ) أم (الكتاب - الاستاذة) ؟
- ٣ - (المتحف - الجامعة) مشهور .
- ٤ - (الشهادة - صديقه) في اللغة الانكليزية .
- ٥ - رجع من (المكتب - الموظف) .
- ٦ - درس (النص - المدرس) الجديد .

D. Comprehension passage

د - نصوص لفهم

Read the following passages and then do Drills 6 and 7, which are based on them.

أ - حضر السيد فريد من السودان الى القاهرة . درس اللغة العربية في جامعة القاهرة . وبعد الدراسة رجع الى السودان وهو الآن موظف كبير في الخرطوم .

Drill 6. Written.

أسئلة

١ - من أين السيد فريد ؟

٢ - أين درس ؟

٣ - هل حصل على شهادة جامعية في السودان ؟

٤ - هل هو طالب الان ؟

ب - السيد الدكتور سمير سليم مدير المكتبة في جامعة القاهرة . مكتبة الجامعة بناء قديم قريب من المتحف . سكرتيرة الدكتور سمير آنسة مصرية

وهي وداد نجيب . حصلت الآنسة وداد على الوظيفة بعد سنة من أنتهاء position, job; end she obtain

دراستها .

Drill 7. Written.

أسئلة

١ - من الدكتور سمير سليم ؟

٤ - هل بناء المكتبة جديد ؟

٢ - من سكرتيرة الدكتور سليم ؟

٥ - هل السكرتيرة لبنانية ؟

٣ - أين مكتبة الجامعة ؟

E. General drills

ه - التمارين العامة

Drill 8. Written.

Rewrite the Basic Text, changing masculine to feminine and feminine to masculine (substitute وداد for كريم and كريم for وداد) Ex.

حضرت وداد الى امريكا

Drill 9. Translation.

'The university library is a modern building.'

مكتبة الجامعة بناء حديث .

- ١ - درس نص الدرس .
- ٢ - صديق فريد طالب عراقي .
- ٣ - درست هند في جامعة القاهرة .
- ٤ - انتقلت السكرتيرة الى مكتب المدير .
- ٥ - مدير المتحف رجل مشهور .
- ٦ - الاستاذ كريم مدرس اللغة الانكليزية .

Drill 10. Give correct response: (Suggestions for teacher)

- ١ - مرحبا .
- ٢ - صباح الخير .
- ٣ - كيف الحال ؟
- ٤ - من انت ؟
- ٥ - من اين انت ؟
- ٦ - هل انت لبناني ؟
- ٧ - ما هذا ؟ (كتاب ، لوح ، باب الخ)
- ٨ - أهذا كتابك ؟
- ٩ - هل المكتبة قريبة من هنا ؟
- ١٠ - من استاذك ؟
- ١١ - من اين هو ؟
- ١٢ - شكرا .

أ - النص الأساسي

طالب وطالبة

- سالي : - أين درست اللغة الانكليزية يا أحمد ؟
أحمد : - درست اللغة الانكليزية في مدرسة ثانوية .
سالي : - وأين درست بعد ذلك ؟
أحمد : - في جامعة الأزهر في القاهرة .
سالي : - ماذا درست في تلك الجامعة ؟
أحمد : - التاريخ الاسلامي .
سالي : - هل درست عن أمريكا ؟
أحمد : - ليس في الجامعة ، لكن قرأت شيئا عن تاريخ أمريكا . وأنت
يا سالي ، أين تعلّمت العربية ؟
سالي : - تعلّمت العربية في مدرسة خاصة في مصر . وبعد ذلك بدأت
الدراسة في جامعة القاهرة .
أحمد : - هل أكملت الدراسة الجامعية هناك ؟
سالي : - لا . رجعت الى أمريكا وتابعت الدراسة في جامعة أمريكية .

A. Basic text

A Pair of Students

- Sally: Where did you study English, Ahmad?
Ahmad: I studied English in a secondary school.
Sally: And where did you study after that?
Ahmad: At Al-Azhar University in Cairo.
Sally: What did you study at that university?
Ahmad: Islamic history.

Sally: Did you study about America?

Ahmad: Not at the university, but I have read something on American history. And you, Sally--where did you learn Arabic?

Sally: I learned Arabic in a private school in Egypt. After that I began studying at the University of Cairo.

Ahmad: Did you finish your university studies there?

Sally: No, I returned to America and went on with my studies in an American university.

B. Vocabulary

ب - المفردات

السَّابِعُ	the seventh
سالي	Sally
دَرَسْتُ	you (m.s.) studied
اللُّغَةُ الْإِنْكِلِيزِيَّةُ ، الْإِنْكِلِيزِيَّةُ	(the) English (language)
أَحْمَدُ	Ahmad (m. name)
دَرَسْتُ	I studied
مَاذَا؟	what?
تِلْكَ	(f.) that
تَارِيخٌ	history
الْإِسْلَامُ	Islam
عَنْ	about, concerning
لَكِنْ	but
قَرَأْتُ	I read (past)
شَيْءٌ	thing, something
تَعَلَّمْتُ	you (f.s.) learned
اللُّغَةُ الْعَرَبِيَّةُ ، الْعَرَبِيَّةُ	(the) Arabic (language)
تَعَلَّمْتُ	I learned
خَاصٌّ	special; private
ذَلِكَ	(m.) that

بَدَأْتُ	I began
أَكْمَلْتُ	you (f.s.) finished, completed
هُنَاكَ	there
رَجَعْتُ	I returned, went back, came back
تَابَعْتُ	I continued, went on with

C. Grammar and drills

ج - القواعد والتمارين

1. Perfect tense: 2 m.s., 2 f.s., 1 s.
2. 'What?': مَا and مَاذَا
3. Negation of word or phrase: لَيْسَ
4. Demonstratives: ذَلِكَ and تِلْكَ
5. Numerals 11-19

1. Perfect tense: 2 m.s., 2 f.s., 1 s.

In perfect tense verbs, the subject marker ت -ta indicates that the subject is 2 m.s. (that is, أَنْتَ 'you' when speaking to one male person), for example:

أَيْنَ دَرَسْتَ يَا أَحْمَدُ؟ 'Where did you study, Ahmad?'

The subject-marker ت -ti indicates that the subject is 2 f.s. (that is, أَنْتِ 'you' when speaking to one female person), for example:

أَيْنَ دَرَسْتَ يَا سَالِي؟ 'Where did you study, Sally?'

The subject-marker ت -tu indicates that the subject is 1 s. (أَنَا 'I'), no matter whether the speaker is male or female, for example:

دَرَسْتُ فِي بَيْرُوتَ. 'I studied in Beirut.'

These subject-markers, like the 3 s. markers described in Lesson 6, are suffixed to the stem of the verb:

Stem		3 MS هو	3 FS هي	2 MS انت	2 FS انت	1 S انا
دَرَسَ - 'studied'		دَرَسَ	دَرَسَتْ	دَرَسْتَ	دَرَسْتِ	دَرَسْتُ
حَضَرَ - الى 'came'		حَضَرَ	حَضَرَتْ	حَضَرْتَ	حَضَرْتِ	حَضَرْتُ
رَجَعَ - 'returned'		رَجَعَ	رَجَعَتْ	رَجَعْتَ	رَجَعْتِ	رَجَعْتُ
قَرَأَ - 'read'		قَرَأَ	قَرَأَتْ	قَرَأْتَ	قَرَأْتِ	قَرَأْتُ
بَدَأَ - 'began'		بَدَأَ	بَدَأَتْ	بَدَأْتَ	بَدَأْتِ	بَدَأْتُ
دَرَسَ - 'taught'		دَرَسَ	دَرَسَتْ	دَرَسْتَ	دَرَسْتِ	دَرَسْتُ
تَعَلَّمَ - 'learned'		تَعَلَّمَ	تَعَلَّمَتْ	تَعَلَّمْتَ	تَعَلَّمْتِ	تَعَلَّمْتُ
تَابَعَ - 'pursued'		تَابَعَ	تَابَعَتْ	تَابَعْتَ	تَابَعْتِ	تَابَعْتُ
أَكْمَلَ - 'completed'		أَكْمَلَ	أَكْمَلَتْ	أَكْمَلْتَ	أَكْمَلْتِ	أَكْمَلْتُ
إِنْتَقَلَ - 'transfer'		إِنْتَقَلَ	إِنْتَقَلَتْ	إِنْتَقَلْتَ	إِنْتَقَلْتِ	إِنْتَقَلْتُ
Subject-markers:		ـ	ـت	ـت	ـت	ـت

Verb forms ending in the suffixes -ta and -tu have an identical pause form ending in -t:

$$\left. \begin{array}{l} \text{دَرَسْتَ} \text{ 'you (m.s.) studied'} \\ \text{دَرَسْتُ} \text{ 'I studied'} \end{array} \right\} = \underline{\text{darast}}$$

Verb forms ending in the feminine suffix -ti remain unchanged in the pause form.

In dictionaries and vocabularies, Arabic verbs are customarily listed in the 3 m.s. form of the perfect tense, for example دَرَسَ, because this is the shortest of all the forms. This is literally 'he studied', but the English equivalent is usually listed as an infinitive, 'to study', and this practice will be observed in subsequent lessons.

Now do Drills 1, 2 and 3.

Drill 1. Written. Recognition: Singular verb endings.

Circle the subject-marker, i.e., the ending which shows the subject of the verb. Then give the independent pronoun corresponding to the verb form.

Ex.

هو

'he'

دَرَسَ

'He studied'

دَرَسَ :

أَكْمَلْتُ

بَدَأْتُ

رَجَعْتُ

أَكْمَلْتُ

تَعَلَّمْتُ

دَرَسْتُ

دَرَسْتُ

قَرَأْتُ

تَعَلَّمْتُ

تَابَعْتُ

Drill 2. (Also on tape) Conjugation.

Change the verb in the model sentence, according to the items given below:

'I studied Arabic.'

أنا - درست اللغة العربية .

سامي

وداد

أنا

أنت

هو

هي

Repeat with:

١ - قرأت كتابا جديدا .

٢ - أكملت الدراسة هنا .

٣ - تعلمت اللغة الانكليزية .

٤ - بدأت دراسة التاريخ الاسلامي .

Drill 3. Questions and answers.

Answer the following questions with the appropriate verb form. Ex.

'Did you study?'

هل درست؟

'Yes, I studied.'

نعم درست.

١ - هل درست العربية؟

درس

درست

درست

درست

٢ - هل أكملت الدراسة هناك؟

أكمل

أكملت

أكملت

أكملت

أكملت

2. 'What?': ما and ماذا

There are two Arabic words corresponding to the English interrogative 'what?', but they are used in different types of sentences. The interrogative ما occurs as the predicate of an equational sentence (and, as an interrogative, it comes first):

ما هذا؟ 'What's this?'

ما هذا البناء الكبير؟ 'What's that big building?'

Only the interrogative ماذا, on the other hand, serves as the subject or object of the verb in a verbal sentence. In these examples it is the object:

ماذا دَرَسَتْ وِدَادُ؟	'What did Widad study?'
ماذا دَرَسَ فِي جامِعَةِ جُورجتاون؟	'What did he teach at Georgetown University?'

When the interrogative ما 'what?' is the object of a preposition, it is written as one word with the preposition, and with a fatha rather than an alif:

مِنْ + ما	=	مِمَّ	'from what?' (with assimilation of <u>n</u> to <u>m</u>)
عَنْ + ما	=	عَمَّ	'about what?' (with assimilation of the <u>n</u> to <u>m</u>)
فِي + ما	=	فِيمَ	'in what?'
إِلَى + ما	=	إِلَامَ	'to what?'

ما 'what?' does not combine with بَعْدَ 'after' or أَمَامَ 'in front of', or any other preposition ending in fatha.

Now do Drill 4.

Drill 4. Written. Transformation: Statement → question with ما or ماذا .

Make questions based on the following sentences, using either ما or ماذا as appropriate. Ex.

'This is a big door.'

هذا باب كبير.

'What's this?'

ما هذا؟

- | | |
|---------------------------------|----------------------------|
| ٦ - هذه طاولتي الجديدة . | ١ - تعلّمت العربية هنا . |
| ٧ - درست تاريخ مصر . | ٢ - هذه مدرسة ثانوية . |
| ٨ - هذه مكتبة المدير . | ٣ - درس اللغة الانكليزية . |
| ٩ - تعلّمت الآنسة هندالفرنسية . | ٤ - هذا كرسيّ جديد . |
| ١٠ - هذا متحف وطني . | ٥ - هذا نصّ اساسي . |

3. Negation of word or phrase: لَيْسَ

In 4.C.1 we saw how the various forms of لَيْسَ are used to make an equational sentence negative. The third person masculine form لَيْسَ is also used to negate single words and phrases. This usage generally occurs in short replies--not complete sentences--to questions or suggestions:

هَلْ دَرَسْتَ عَنْ أَمْرِيكَ ؟	'Did you study about America?'
لَيْسَ فِي الْجَامِعَةِ .	'Not at the university.'

أَيْنَ دَرَسْتَ الْعَرَبِيَّةَ ؟ هُنَا ؟	'Where did she teach Arabic? Here?'
لَا . لَيْسَ هُنَا . دَرَسْتَ الْعَرَبِيَّةَ فِي تَكْسَاس .	'No, not here. She taught Arabic in Texas.'

Now do Drill 5.

Drill 5. (Also on tape) Negation of phrase.

Negate the second part of each of the following questions using لَيْسَ .

Ex.

'Where did you study Arabic? At —؟ في الجامعة ؟
the university?'

'No. Not at the university. لا . ليس في الجامعة .

- ١ - من اين انت ؟ من الخرطوم ؟
- ٢ - اين المدير ؟ في المكتبة ؟
- ٣ - اين تعلم الانكليزية ؟ هنا ؟
- ٤ - من اين حضر كريم ؟ من سوريا ؟
- ٥ - اين جامعة الأزهر ؟ في دمشق ؟
- ٦ - اين اكملت دراستك ؟ في جامعة ميشيغان ؟
- ٧ - اين درست بعد الحصول على الشهادة ؟ في الشرق الاوسط ؟

4. Demonstratives: ذَلِكَ and تِلْكَ

In addition to هَذَا (f. هَذِهِ), there is another demonstrative ذَلِكَ (f. تِلْكَ) 'that'. Like هَذَا, it may be used as a pronoun, functioning alone as subject, predicate, or object of verb or preposition; or it may occur with a noun (with definite article) in a demonstrative phrase:

<u>بَعْدَ ذَلِكَ</u>	'after that'
<u>فِي تِلْكَ السَّنَةِ</u>	'in that year'

The difference between the two demonstratives is that هَذَا / هَذِهِ may refer to something near the speaker or not so near, and thus may correspond to either 'this' or 'that' depending on the context; while ذَلِكَ / تِلْكَ usually refers to something fairly distant, or remote in time, and is thus usually translated 'that'. Also, when two things are contrasted, هَذَا is often used for one and ذَلِكَ for the other:

<u>هَذَا حَدِيثٌ وَذَلِكَ قَدِيمٌ</u>	'This is modern and that is ancient.'
---------------------------------------	---------------------------------------

Now do Drill 6.

Drill 6. Written. Completion.

Fill in the correct form of the demonstrative pronoun.

- ١ - هذا الرجل اجنبي و _____ امريكي .
- ٢ - _____ بناء قديم وذلك حديث .
- ٣ - هذه الجامعة قريبة و _____ بعيدة .
- ٤ - _____ الانسة هند و _____ و داد .
- ٥ - _____ المتحف حديث و _____ قديم .

5. Numerals 11 - 19 (Also on tape)

The following forms of these numerals are used in counting:

11	eleven	أَحَدَ عَشَرَ	١١
12	twelve	إِثْنَا عَشَرَ	١٢
13	thirteen	ثَلَاثَةَ عَشَرَ	١٣
14	fourteen	أَرْبَعَةَ عَشَرَ	١٤
15	fifteen	خَمْسَةَ عَشَرَ	١٥
16	sixteen	سِتَّةَ عَشَرَ	١٦
17	seventeen	سَبْعَةَ عَشَرَ	١٧
18	eighteen	ثَمَانِيَةَ عَشَرَ	١٨
19	nineteen	تِسْعَةَ عَشَرَ	١٩

D. Comprehension passage

د • نصوص لفهم

Read the following passage and then do Drill 7, which is based on it.

درس السيد احمد نجيب التاريخ الاسلامي في جامعة الازهر في القاهرة

ودرس اللغة الفرنسية في مدرسة خاصة • انتقل بعد ذلك الى باريس
وأكمل الدراسة الجامعية هناك •

now رجع السيد احمد نجيب الى القاهرة ، وهو الآن مدير مدرسة

Alexandria

ثانوية مشهورة في الإسكندرية •

Drill 7. True or false.

صواب أم خطأ

- ١ - السيد احمد نجيب مدير متحف •
- ٢ - درس السيد احمد نجيب في امريكا •
- ٣ - درس السيد احمد نجيب اللغة الفرنسية •
- ٤ - درس السيد احمد نجيب في مدرسة خاصة •
- ٥ - اكمل السيد احمد نجيب دراسته الجامعية في مصر •
- ٦ - الازهر مدرسة ثانوية في القاهرة •

E. General drills

هـ - التمارين العامة

Drill 8. Transformation: Nisba.

'This student is from Beirut.'

هذا الطالب من بيروت .

'This student is a Beirut.''

هذا الطالب بيروتى .

١ - هل أستاذك من أمريكا ؟

٢ - درست في جامعة في المغرب .

٣ - تعلّمت العربية من صديق من السعودية .

٤ - هذه الطالبة من العراق وتلك من الأردن .

٥ - هذا الرجل من السودان وذلك من مصر .

٦ - هل تعلّمت العربية في مدرسة في تونس ؟

Drill 9. (Also on tape) Substitution: Possessive pronouns.

Change the pronoun suffix in the model sentence, according to the cues given. Ex.

'My friend read an Arabic book.'

قرأ صديقي كتابا عربيا .

أنت هي

هو أنت

أنت أنا

Repeat with:

قرأت صديقتي كتابا عربيا .

Drill 10. (On tape) Written. Recognition: Demonstrative.

Drill 11. Written. Completion. Fill in the blanks in the sentences below, based on the Basic Text for this lesson. (Try to do it without referring back to the text.)

درس أحمد الأنكليزيّة في — ثانويّة وبعد ذلك درس —
في جامعة الأزهر في — . و — شيئا عن تاريخ أمريكا .
تعلّمت سالي — في مدرسة خاصّة وبعد ذلك — الدراسة في
جامعة القاهرة . — الى أمريكا و — الدراسة هناك .

Drill 12. Translation.

1. Did you (f.s.) study Arabic in a secondary school?
2. No, not in (a) secondary school. I learned Arabic at the University of Michigan.
3. What did you study in (the) secondary school?
4. I studied English and the history of America.
5. Where is the University of Michigan?
6. It is in Ann Arbor.
7. Is it a big university?
8. Yes.

أ - النص الاساسي

اخبار من الجامعة

- ١ - رجع رئيس الجامعة الى الشرق الاوسط أمس بالطائرة .
- ٢ - اصدرت الجامعة كتابا جديدا بعنوان " نحن ولغتنا " .
- ٣ - استمع الطلاب الجدد لمحاضرة بعنوان " لستم الآن في مدرسة ثانوية " .
- ٤ - استقبل الرئيس الاساتذة الجدد وهم : استاذ اللغة الانكليزية ، واستاذ التاريخ الاسلامي ، واستاذة اللغة العربية .
- ٥ - عنوان محاضرة الاستاذ الزائر اليوم هو " انتم وجامعتكم " .

A. Basic textNews from the University

1. The president of the university returned to the Middle East yesterday by plane.
2. The university has published a new book by the title of We and Our Language.
3. The new students listened to a lecture with the title "You Are Not in Secondary School Now."
4. The president received the new professors. They are: the professor of English, the professor of Islamic history and the professor of Arabic.
5. The title of the visiting professor's lecture today is "You and Your University".

B. Vocabulary

ب - المفردات

الثامن	the eighth
اخبار	(p.) news, news items
رئيس	president
أمس	yesterday
بـ	by, with, by means of
طائرة	airplane
أصدر	to publish

عَنْوَانٌ	title
بِعَنْوَانِ	by the title (of)
نَحْنُ	we
إِسْتَمِعْ لـ / إِلَى	to listen to
طُلَّابٌ	students
جَدِيدٌ	(p.) new
مَحَاضِرَةٌ	lecture
لَسْتُمْ	you (m. p.) are not
الآنَ	now
إِسْتَقْبَلْ	to receive, welcome, meet
أَسَاتِذَةٌ	(p. of أَسْتَازٌ) professors
هُمْ	(m. p.) they
الْيَوْمَ	today
أَنْتُمْ	(m. p.) you

Additional vocabulary

لَيْسُوا	they (m.) are not
لَسْنَا	we are not
هُنَّ	they (f.p.)
أَنْتُنَّ	you (f.p.)
لَسْنَ	they (f.) are not
لَسْتُنَّ	you (f.p.) are not

C. Grammar and drills

ج - القواعد والتمارين

1. Idāfa: Noun phrase as second term
2. Verb-subject agreement: Plural subject
3. Independent pronouns: Plural
4. Pronoun suffixes: Plural
5. Negative لَيْسَ : Plural forms
6. Helping vowels: Summary

1. Idāfa: Noun phrase as second term

The idāfa construction consists of two terms, each term being most commonly a single noun (see 6.C.4). Consider, however, the phrase بِعَنْوَانٍ «نَحْنُ وَلُغَتُنَا» 'by the title (of) We and Our Language'. Here (as the object of the preposition بِـ 'by') we have an idāfa whose first term is the single noun عَنْوَانٍ 'title' but whose second term is the whole phrase within the quotation marks. The first term, عَنْوَانٍ, follows the usual rules for the first term of an idāfa: appropriate case (here genitive after a preposition), no definite article, no nunation. The second term of an idāfa is genitive, but when it is a quoted item it has no genitive ending; rather it has whatever case endings may be required by its own internal structure. Other examples:

- تَعَلَّمْنَا كَلِمَةً 'إِضَافَةٌ' • 'We have learned the word "idāfa".'
- فِي جُمْلَةٍ 'الطُّلَابُ هُنَا' • 'in the sentence "The students are here."'

These examples all illustrate the fact that the second term of an idāfa may be a phrase or clause which acts as a unit, as though it were a single noun.

Now consider the phrase:

عَنْوَانُ مُحَاضَرَةِ الْأُسْتَاذِ 'the title of the professor's lecture'

This is an idāfa in which the first term is a single noun (عَنْوَانُ), and the second term is a noun phrase (مُحَاضَرَةُ الْأُسْتَاذِ) which is itself an idāfa, with a first term and a second term. This kind of construction is called a complex idāfa. The following statements apply to complex idāfas:

(1) The first word in the string may be any case, depending on its function in the sentence; the others are genitive.

(2) Only the last noun in the string may have the definite article or nunation.

The last term of any complex idāfa may be another idāfa, so that strings

of four or even five nouns sometimes occur:

بابُ مَكْتَبِ رَئِيسِ جَامِعَةِ مِيشِغان	'the door to the office of the president of the University of Michigan'
------------------------------------------	-------------------------------------------------------------------------

The last term of an idāfa may be a noun-adjective phrase (underlined in the following examples):

مُحَاضَرَةُ <u>الْأُسْتَاذِ الزَّائِرِ</u>	'the visiting professor's lecture'
عَنْوَانُ مُحَاضَرَةِ <u>الْأُسْتَاذِ الزَّائِرِ</u>	'the title of <u>the visiting professors's</u> lecture'

Another kind of noun phrase is the demonstrative phrase, and this too may serve as the second term of an idāfa:

مُحَاضَرَةُ هَذَا الْأُسْتَاذِ	'this professor's lecture'
عَنْوَانُ هَذِهِ الْمُحَاضَرَةِ	'the title of this lecture'

(For the demonstrative as the modifier of the first term of the idāfa, see 35.C.2.).

Now do Drills 1 and 2.

Drill 1. Written. Recognition.

Identify the idāfa's in the following sentences by enclosing the whole idāfa in parentheses; then translate each sentence into English: Ex.

'المحاضرة بعنوان "انتم والجامعة" (You and the University).'

قرأت (كتاب هذا الاستاذ المشهور). 'I read this famous professor's book.'

- ١ - استقبل الرئيس اساتذة جامعة الازهر .
- ٢ - تابعت دراسة هذه اللغة الاجنبية .
- ٣ - استمع احمد لمحاضرة بعنوان " التاريخ المصري القديم " .
- ٤ - مدير متحف هذه الجامعة رجل بغدادى .
- ٥ - اصدر كتاب " تاريخ الطائفة " .
- ٦ - تعلّمت شيئاً عن تاريخ المدرسة الخاصة في مصر .

Drill 2. Idāfa formation.

In the following sentences, combine the words in parentheses to form idāfas: Ex.

'The office of the director of this (المكتب - المدير - هذا - المتحف) museum is in this building.'
في هذا البناء .
مكتب مدير هذا المتحف في هذا البناء .

- ١ - أكمل (الدراسة - اللغة الفرنسية)
- ٢ - قرأت (الكتاب - " تاريخ جامعة الأزهر ")
- ٣ - استمع الطالب (المحاضرة - الرئيس - هذه - الجامعة)
- ٤ - (البناء - المتحف الاسلامي) حديث جدا .
- ٥ - رجع (الاساتذة - الجامعة - دمشق) من فرنسا .
- ٦ - هذا هو (لوح - صف - انا)
- ٧ - (شباك - مكتب - هذا - المدير) قديم جدا .

2. Verb-subject agreement: Plural subject (see also 6.C.2)

As we have seen in previous lessons, the verb normally precedes its subject. In such a case, the verb agrees in gender but is always singular, regardless of whether it is followed by a singular or a plural subject. Examples:

اسْتَمَعَ الطَّالِبُ الْجَدِيدُ لِمُحَاضَرَةٍ.	'The new student listened to a lecture.'
اسْتَمَعَتِ الطَّالِبَةُ الْجَدِيدَةُ لِمُحَاضَرَةٍ.	'The new student listened to a lecture.'
اسْتَمَعَ الطُّلَّابُ الْجُدُدُ لِمُحَاضَرَةٍ.	'The new students listened to a lecture.'
اسْتَمَعَتِ فَرِيدَةُ وَوِدَادُ وَهِنْدُ لِمُحَاضَرَةٍ.	'Farida, Widad, and Hind listened to a lecture.'
رَجَعَ الْأُسْتَاذُ الْيَوْمَ.	'The professor returned today.'
رَجَعَ الْأُسَاتِذَةُ الْيَوْمَ.	'The professors returned today.'

In the case of two or more subjects connected by 'و' 'and', the verb takes the gender of the first:

رَجَعَ سَلِيمٌ وَوِدَادٌ مِنْ لُبْنَانَ.

'Salim and Widad have returned from Lebanon.'

رَجَعَتِ الْأُسْتَاذَةُ وَطَالِبُهَا مِنَ الْمَحَاضِرَةِ.

'The professor (f.) and her student have returned from the lecture.'

Now do Drill 3.

Drill 3. Conjugation.

Give the correct form of the verb in parentheses in the following sentences:

Ex.

'The students studied the history of Egypt.'

(درس) الطلاب تاريخ مصر. ←

• درس الطلاب تاريخ مصر

١ - (انتقل) الاساتذة الى جامعة دمشق .

٢ - (تعلم) وداد ونانسي وسالي اللغة الفرنسية .

٣ - (استقبل) فريد وسمير وهند المدير الجديد .

٤ - (بدأ) الطالبة دراسة العربية .

٥ - (قرأ) الطلاب نصّ الدرس .

3. Independent pronouns: Plural

Here is a table showing the five singular independent pronouns previously given, and the corresponding plural pronouns:

	Singular		Plural
3 M	هُوَ	'he/it'	هُمْ 'they'
3 F	هِيَ	'she/it'	هُنَّ 'they'
2 M	أَنْتَ	'you'	أَنْتُمْ 'you'
2 F	أَنْتِ	'you'	أَنْتُنَّ 'you'
1	أَنَا	'I'	نَحْنُ 'we'

The 3 m.p. pronoun هُمْ 'they' is used in referring to three or more human beings including at least one male; the 3 f.p. pronoun هُنَّ is used in referring to three or more female human beings. The 2 m.p. pronoun أَنْتُمْ 'you' is used in addressing three or more human beings including at least one male; the 2 f.p. pronoun أَنْتُنَّ is used in addressing three or more female human beings. (Masculine plural nouns are likewise used to include males and females.) Examples:

هُمْ فِي الْمَكْتَبَةِ.	'They (m.p.) are in the library.'
هَلْ أَنْتُنَّ مِنْ بَيْرُوتَ ؟	'Are you (f.p.) from Beirut?'

If followed immediately by wasla the two pronouns هُمْ and أَنْتُمْ add u as a helping vowel:

هُمْ الْأُسَاتِذَةُ.	'They are the professors.'
أَنْتُمْ الطُّلَابُ.	'You are the students.'

The 1 p. pronoun نَحْنُ is used by either a male or a female speaker in referring to himself/herself and one or more others, exactly like English 'we'.

There are special second and third person dual pronouns which are used in addressing or referring to two persons; these will be taken up later.

Now do Drill 4.

Drill 4. (Also on tape) Recognition.

In the following sentences, substitute the correct pronoun for the subjects. Ex.

'Farid and I are from Lebanon.' →

أنا وفريد من لبنان. ←

'We are from Lebanon.'

نحن من لبنان.

- | | |
|-------------------------------|---------------------------------|
| ٥ - أنا وسالي من امريكا . | ١ - فريد وسليم ونانسي طلاب . |
| ٦ - الاستاذ والطالبة والمديرة | ٢ - نانسي مدرسة هناك . |
| في مكتب المديرية . | ٣ - انت وهند ووداد في المكتبة . |
| ٧ - أنا وانت من لبنان . | ٤ - انت وسامي وفريدة اساتذة . |

- ٨ - فريد مدير المتحف .
 ٩ - انا وسليم ومريم طلاب من الرباط .
 ١٠ - الاساتذة في بناء الجامعة .
 ١١ - كريم سكرتير في المكتب .
 ١٢ - انت والطلاب جدد هنا .
 ١٣ - سامي ونانسي ومريم امام باب المتحف .
 ١٤ - انت وهند وسميرة في القاهرة .

4. Pronoun suffixes: Plural

In 5.C.5 the singular pronoun suffixes were described, and illustrations were given of these suffixes attached to nouns to express possession. Shown below is a table of these suffixes, and the plural suffixes corresponding to the plural independent pronouns (see 3 above):

	Independent	Suffix	Example
<u>Singular</u>			
3 MS	هُوَ	هُـ	لُغَتُهُ 'his language'
3 FS	هِيَ	هَاـ	لُغَتُهَا 'her language'
2 MS	أَنْتَ	كَـ	لُغَتُكَ 'your language'
2 FS	أَنْتِ	كَـ	لُغَتُكِ 'your language'
1 S	أَنَا	يـ	لُغَتِي 'my language'
<u>Plural</u>			
3 MP	هُمْ	هُمْـ	لُغَتُهُمْ 'their language'
3 FP	هُنَّ	هُنَّـ	لُغَتُهُنَّ 'their language'
2 MP	أَنْتُمْ	كُمْـ	لُغَتُكُمْ 'your language'
2 FP	أَنْتُنَّ	كُنَّـ	لُغَتُكُنَّ 'your language'
1 P	نَحْنُ	نَاـ	لُغَتُنَا 'our language'

Two points should be noted about the plural forms:

(1) The vowel of هُمْ and هُنَّ (like the vowel of هُ ; see 5.C.5) changes from u to i when the suffix is added to a word ending in ـ -i, ي ii, or يْ ay. Thus the form is هُمْ in

هَذِهِ لُغَتُهُمْ .	'This is their language.'
دَرَسْتُ لُغَتَهُمْ .	'I studied their language.'

but هُمْ in

تَعَلَّمْتُ شَيْئًا مِنْ لُغَتِهِمْ .	'I learned something of their language.'
---------------------------------------	------------------------------------------

(2) When words ending in the suffixes هُمْ or كُمْ are followed by wasla, they add u as a helping vowel (see 3.C.2 and 6 below):

أَسَازَهُمُ الْجَدِيدُ	'their new professor'
أَسَازَكُمُ الْجَدِيدُ	'your new professor'

Now do Drills 5 and 6.

Drill 5. (Also on tape) Recognition.

Give the independent pronoun which corresponds to the pronoun suffix on each item below. Ex.

their study → they (f.p.)

دراستهِنَّ ← هُنَّ

صديقهم	دُرْسَنَا
لغتكُم	کتابِی
مدرّسکَ	طلاپهم
مکتبکِ	مدرستکُنْ
مدیرهنّ	تاریخها
رئیسنا	محاضرته

Drill 6. Transformation.

In the following sentences, replace the noun and pronoun in parentheses with the noun and corresponding pronoun suffix and vocalize them. Ex.

'I read your book.'

قرأت (كتاب - انتم) ←

قرأت كتابكم.

١ - استمع الطلاب لـ (محاضرة - نحن) .

٢ - درّس الاساتذة (طلاب - هم) التاريخ الاسلامي .

٣ - (مكتب - هنّ) في هذا البناء القديم .

٤ - ما (اخبار - انتنّ) ؟

٥ - هل تابعت (دراسة - انت) في جامعة اجنبية ؟

٦ - في (كتاب - هم) شيء عن رئيس امريكا .

5. Negative : Plural forms

The verb لَيْسَ is used to make equational sentences negative (see 4.C.1).

Here are the singular forms previously given, and the five plural forms:

<u>Singular</u>			<u>Plural</u>		
3 M	لَيْسَ	'he is not'	لَيْسُوا		'they are not'
F	لَيْسَتْ	'she is not'	لَيْسْنَ		'they are not'
2 M	لَسْتَ	'you are not'	لَسْتُمْ		'you are not'
F	لَسْتِ	'you are not'	لَسْتُنَّ		'you are not'
1	لَسْتُ	'I am not'	لَسْنَا		'we are not'

This verb follows the usual rules of verb subject agreement outlined in 2 above: if the verb precedes the subject the verb agrees in gender but is always singular. Remember also that the predicate of لَيْسَ, if a noun or adjective, is in the accusative case.

لَيْسَ الطَّالِبُ جَدِيدًا .	'The student is not new.'
لَيْسَتِ الطَّالِبَةُ جَدِيدَةً .	'The student (f.) is not new.'
لَيْسَ الطُّلَابُ جُدْرًا .	'The students are not new.'
لَيْسُوا جُدْرًا .	'They are not new.'
أَلَسْتُمْ طُلَّابًا ؟	'Aren't you (m.p.) students?'
لَسْنَا أَلَّانَ فِي الْعِرَاقِ .	'We're not in Iraq now.'

Now do Drills 7, 8 and 9.

Drill 7. (Also on tape) Recognition.

Give the independent pronoun that corresponds to each of the following forms of لَيْسَ . Ex.

'We are not' → We لَسْنَا ← نحن

لَسْنَا	لَسْتُ
لَسْتُمْ	لَسْتُ
لَسْتُمْ	لَيْسَتْ
لَيْسَ	لَسْنَا
لَيْسُوا	لَسْتُمْ

Drill 8. Negation.

Negate the following sentences with the proper form of لَيْسَ . Ex.

'They are from Saudi Arabia.' → هم من السعودية . ←

'They are not from Saudi Arabia.' ليسوا من السعودية .

- ١ - انتن في مدرسة خاصة .
- ٢ - انتم طلاب جدد .
- ٣ - نحن اساتذة في جامعة الازهر .
- ٤ - هن من مكتب الرئيس .
- ٥ - هم من فرنسا .
- ٦ - انا طالبة لبنانية .
- ٧ - انت السيدة فريدة .
- ٨ - هي مديرة المكتب .
- ٩ - هو استاذ زائر .
- ١٠ - انت سكرتير المتحف .

Drill 9. Written. Negation.

Negate the following sentences placing the proper form of ليس before the subject. Ex.

'The professors are new.' →

← • الاساتذة جدد

'The professors are not new.'

• ليس الاساتذة جدد

١ - و داد و سميرة و سالي من لبنان •

٢ - الطلاب في مدرسة خاصة في تونس •

٣ - الاساتذة الجدد من بغداد •

٤ - سمير و فريدة و نانسى طلاب من بيروت •

٥ - المدرسة جديدة في هذه المدرسة •

6. Helping vowels: Summary

Within a sentence, when one word ends in a consonant and the following word begins with wasla, a helping vowel is added to the end of the first word, since otherwise an impermissible sequence of three successive consonants would occur (see 3.C.2 and 4 above). The three vowels a, u, and i are all used as helping vowels, as follows:

The helping vowel a is used only with the preposition مِنْ 'from', and only if the following word begins with the definite article:

مِنْ الْبِنَاءِ 'from the building'

مِنْ الرَّئِيسِ 'from the president'

The helping vowel u is used after any pronoun, pronoun suffix, or verb form ending in -um, for example أَنْتُمْ 'you(m.p.)', جَامِعَتُكُمْ 'your (m.p.) university', or لَسْتُمْ 'you (m.p.) are not':

أَنْتُمْ أَلآنَ فِي جَامِعَةٍ • 'You (m.p.) are now at a university.'

أَلَسْتُمْ الطُّلَبُ الْجُدُدُ ؟ 'Aren't you (m.p.) the new students?'

The helping vowel i is used in all other cases (including the case of من 'from' when not followed by the definite article). Examples:

هَلْ :	(interrogative particle)
هَلْ الرَّئِيسُ فِي مَكْتَبِهِ ؟	'Is the president in his office?'
مَنْ :	'who?'
مَنْ اسْتَمَعَ لِهَذِهِ الْمَحَاضَرَةِ ؟	'Who listened to that lecture?'
رَجَعَتْ :	'she returned'
رَجَعَتِ الْأَنْسَةُ سَمِيرَةُ إِلَى الْعِرَاقِ	'Miss Samira returned to Iraq.'

Now do Drill 10.

Drill 10. Written.

Supply the helping vowel on the underlined words. Ex.

'Our professor is from Cairo.'

استاذنا من القاهرة .

- ١ - هم الطلاب الجدد .
- ٢ - قرأت كتابكم المشهور جدا .
- ٣ - استقبلت المدرسة الآنسة مريم .
- ٤ - استمعت اليوم لمحاضرتك .
- ٥ - تعلمت لغتهم القديمة .
- ٦ - هل الزائر موجود هنا ؟
- ٧ - من المدرس الاجنبي ؟
- ٨ - انتقلت المديرية الى الثانية عن تاريخ أمريكا .
- ٩ - مكتب جديد .

D. Comprehension passage

د . نصوص لفهم

Read the following passage; then do Drill 11, which is based on it.

this
morning

استقبل رئيس الجامعة صباح اليوم الاستاذ الزائر الدكتور
وليم فلتشر .

Harvard;
Princeton

the
evening

الدكتور فلتشر درس اللغة العربية والتاريخ الاسلامي في جامعة
هارفارد وجامعة برنستون ، وهو رجل مشهور في امريكا والشرق الاوسط .
حضرت في المساء الى الجامعة واستمعت لمحاضرة الدكتور
فلتشر وعنوانها " دراسة اللغة العربية في امريكا " .

Drill 11. Write five questions based on the comprehension passage above.

E. General drills

هـ - التَّمارِينُ العامَّةُ

Drill 12. (On tape) Conjugation.

Drill 13. Written. Translation.

Translate the following sentences into Arabic.

1. I listened yesterday to the university president's lecture.
2. They are not new students.
3. Did you continue your studies at the University of Michigan?
4. She read a book entitled "Our New President."
5. Aren't you the new foreign student?
6. He came to America by airplane.
7. She returned to the Middle East after obtaining a degree.
8. Where did Ahmad study English?
9. He began studying in a private school in Egypt.
10. I learned a new English word today.

أ - النصّ الاساسيّ

في نيويورك

- ١ - سميرة : أين ذهبت يا روبرت ؟
- ٢ - روبرت : الى نيويورك .
- ٣ - سميرة : هل ذهبت بالسيّارة ؟
- ٤ - روبرت : لا ، ذهبت بالطائرة ورجعت بالالتوبيس .
- ٥ - سميرة : لماذا ذهبت الى نيويورك ؟
- ٦ - روبرت : لزيارة بعض الاصدقاء والصديقات .
- ٧ - سميرة : ماذا فعلتم هناك ؟
- ٨ - روبرت : ذهبنا الى مطعم عربيّ .
- ٩ - سميرة : ماذا أكلتم ؟
- ١٠ - روبرت : أنا أكلت الكبّاب وهم اكلوا الكبة ، وشربنا قهوة kabob; kubba عربية .
- ١١ - سميرة : أين ذهبتم بعد ذلك ؟
- ١٢ - روبرت : ذهبنا الى المسرح ، ولكن بعض الصديقات ذهبن الى السينما وشاهدن فيلم " رجل وامرأة " .
- ١٣ - سميرة : هل كلّ اصدقائك طلاب في الجامعة ؟
- ١٤ - روبرت : بعضهم طلاب وبعضهم موظّفون .
- ١٥ - روبرت : الى اللقاء .
- ١٦ - سميرة : مع السلامة .

اسئلة

- ١ - هل ذهب روبرت الى نيويورك للدراسة ؟
- ٢ - الى أين ذهب روبرت واصدقاؤه ؟
- ٣ - وماذا أكلوا هناك ؟
- ٤ - وأنت ؟ هل أكلت الكباب ؟ أين ؟
- ٥ - ماذا شربوا في المطعم ؟
- ٦ - ماذا فعل روبرت واصدقاؤه بعد ذلك ؟
- ٧ - من شاهد فيلم " رجل وامرأة " ؟
- ٨ - هل شاهدت هذا الفيلم ؟
- ٩ - هل كل اصدقاء روبرت موظفون ؟

A. Basic Text

In New York

1. Samira: Where did you go, Robert?
2. Robert: To New York.
3. Samira: Did you go by car?
4. Robert: No, I went by plane and returned by bus.
5. Samira: Why did you go to New York?
6. Robert: To visit some friends.
7. Samira: What did you do there?
8. Robert: We went to an Arab restaurant.
9. Samira: What did you eat?
10. Robert: I ate kabab and they ate kubba, and we drank Arabic coffee.
11. Samira: Where did you go after that?
12. Robert: We went to the theater, but some of my friends went to the movies and saw the film A Man and a Woman.

13. Samira: Are all of your friends students in the university?
 14. Robert: Some of them are students and some are employees.
 15. Samira: Good-bye.
 16. Robert: Good-bye.

B. Vocabulary

ب - المفردات

التاسع	the ninth
نيويورك	New York
ذهب	to go
سيارة	car
أوتوبيس	bus
لماذا ؟	why?
ل (لِ + أَكْ = لِيْ)	in order to, for the purpose of
زيارة	visiting; a visit
بعض	some
أصدقاء	friends (m.)
صديقات	friends (f.)
فعل	to do; to make
مطعم	restaurant
أكل	to eat
شرب	to drink
قهوة	coffee
مسرح	theater
سينما	(f.) cinema, movies
شاهد	to see, watch, witness
فيلم ، فيلم	film; movie

إِمْرَأَةٌ	a woman
الْمَرْأَةُ	the woman
نِسَائِيٌّ - وَن	(nisba of نِسَاءٌ , p. of إِمْرَأَةٌ) female, womanly, women's
إِلَى الِلقاءِ	good-bye (said to person leaving or staying)
مَعَ السَّلَامَةِ	good-bye (said to person leaving)
كُلٌّ	(followed by a definite plural form) all; (followed by an indefinite singular form) each; (followed by a singular definite form) all (of), the whole

C. Grammar and Drills

ج - القواعد والتمارين

1. The nouns كُلٌّ 'each, all' and بَعْضٌ 'some'
2. Masculine and feminine sound plurals: Human nouns
3. Masculine sound plurals in idāfa and with pronoun suffix
4. Verb: Perfect tense plural
5. Verb-subject agreement: Verb following plural subject
6. Expressed pronoun subjects: Emphasis and contrast

1. The nouns كُلٌّ 'each, all' and بَعْضٌ 'some'

In Arabic the words كُلٌّ and بَعْضٌ are nouns, though their English equivalents are not. Like any noun, they have case endings and may have nunation. These two nouns occur most commonly as the first term of an idāfa, or with an attached pronoun suffix. Following are examples, with English equivalents:

- (1) كُلٌّ with an indefinite singular noun corresponds to English 'each' or 'every':

كُلُّ طَالِبٍ	'each student'
كُلُّ وَرَقَةٍ	'every sheet of paper'

With a definite singular noun or singular pronoun suffix it corresponds to English 'all of' or 'the whole':

كُلُّ الدَّرْسِ	'all of the lesson'
كُلُّ الجامعةِ	'the whole university'
كُلُّه / كُلِّهَا	'all of it'

With a definite plural noun or plural pronoun suffix it corresponds to English 'all of' or 'all':

مِنْ كُلِّ الطُّلَّابِ	'from all the students'
كُلُّهُمْ	'all of them'

كُلٌّ with a noun can serve any function-subject, object, etc.:

حَضَرَ كُلُّ الطُّلَّابِ .	'All of the students came.' (=subject)
شَرَبْتُ كُلَّ الْقَهْوَةِ .	'I drank all of the coffee.' (=object)

With a pronoun suffix it usually serves as a subject, or, for emphasis, after a plural verb or in apposition to a noun or pronoun:

كُلُّهُمْ هُنَا	'They are all here.' (=subject)
كُلُّهُمْ حَضَرُوا / حَضَرَ كُلُّهُمْ .	'All of them came.' (=subject)
حَضَرُوا كُلُّهُمْ .	' <u>All</u> of them came.' (=emphasis)
هَلْ شَرَبْتَ الْقَهْوَةَ كُلَّهَا ؟	'Did you drink <u>all</u> of the coffee?' (=emphasis)

As an independent noun, كُلٌّ (مِنْ) when indefinite means "each, each one of". With the definite article, it means "everyone, everything, the whole thing."

نَهَبَ لِمِزْيَارَةِ كُلِّ مَنْ أَصْدِقَائِهِ .	'He went to visit each of his friends.'
تَحَدَّثْتُ إِلَى الْكُلِّ .	'I've talked to everyone.'
أَكَلَ الْكُلَّ .	'He ate the whole thing.'

Now do Drill 1.

(2) ^{بعض} is usually followed by a definite noun in an idāfa or by a pronoun suffix. It corresponds to English 'some' or 'some of':

^{بعض} ^{الطلاب}	'some students' or 'some of the students'
^{بعضهم}	'some of them'

Now do Drill 2.

Drill 1. Written. Recognition: ^{كل}

Each of the sentences below contains ^{كل} with a noun. Choose the correct translation for each use of ^{كل} from the choices given in parentheses.

- 1 - ^{كل} الطلاب موجودون هنا الآن .
(every student, all the students)
- 2 - هل شاهدتم كل الفيلم ؟
(every film, all the films, the whole film)
- 3 - هل كل موظف في المكتب ؟
(every employee, all the employees)
- 4 - أكلنا في كل مطعم هناك .
(every restaurant, all the restaurants, the whole restaurant)
- 5 - قرأ صديقي كل الكتاب أمس .
(every book, all the books, the whole book)
- 6 - ذهب كل الأصدقاء الى المسرح .
(every friend, all the friends)
- 7 - هل شاهدت كل امرأة هذا الفيلم ؟
(every woman, all the women)
- 8 - قرأت كل الجملة .
(every sentence, all the sentences, the whole sentence)
- 9 - كل الاساتذة في هذه الجامعة مصريون .
(every professor, all the professors)
- 10 - ذهبنا الى فرنسا كل سنة .
(every year, all the years, the whole year)

Drill 2. Transformation: Noun → pronoun suffix after ^{بعض} ، ^{كل}

- 'Some of the friends are students.' → بعض الأصدقاء طلاب .
- 'Some of them are students.' → بعضهم طلاب .
- 1 - كل الاساتذة من مصر .
 - 2 - كل الصديقات في الجامعة .
 - 3 - بعض اصدقائي طلاب .
 - 4 - بعض صديقاتنا من المغرب .
 - 5 - كل الطلاب في الصف .
 - 6 - بعض الطلاب موظفون .
 - 7 - بعض الصديقات طالبات .
 - 8 - كل الاصدقاء طلاب .

2. Masculine and feminine sound plurals: Human nouns

Arabic, like English, has various ways of making nouns plural. In English, for example, most nouns are made plural by the plural suffix spelled s or es, e.g. "cat-cats", "dog-dogs", and "lunch-lunches". Other devices are: special suffixes, as in "ox-oxen"; vowel change, as in "man-men"; a combination of vowel change and suffix, as in "child-children"; or none at all as in "sheep-sheep". Arabic plurals, whether nouns or adjectives, are formed by adding special suffixes, as in مُدَرِّس 'teacher', مُدَرِّسُونَ 'teachers' and مَشْهُور 'famous', مَشْهُورُونَ; and by vowel change, as in طَالِب 'student' and طُلَّاب 'students' (with doubling of the l also), جَدِيد and جَدَد 'new'; or a combination of vowel change and suffix, as in أَسْتَاذ 'professor' and أَسَاتِذَة 'professors'. Arabic plurals formed by means of vowel change (with or without suffixes) are called "internal" or "broken" plurals, and those that are formed by means of certain suffixes are called "external" or "sound" plurals. This note will deal with sound plurals, and broken plurals will be treated later.

Sound plurals show distinctions in gender and case. The suffixes are:

	<u>Masculine</u>	<u>Feminine</u>
Nom.	ونَ -	اتٌ -
Gen.	ينَ -	اتٍ -
Acc.	ينَ -	اتٍ -

Note that the suffixes for the genitive and accusative cases are identical, and that only the feminine plurals may have nunation. The plurals of مُدَرِّس and مُدَرِّسَة are given below to illustrate the forms:

'teachers'	<u>Masculine</u>	<u>Feminine</u>
Nom.	مُدَرِّسُونَ	مُدَرِّسَاتٌ
Gen.	مُدَرِّسِينَ	مُدَرِّسَاتٍ
Acc.	مُدَرِّسِينَ	مُدَرِّسَاتٍ

Masculine sound plurals are used only for words referring to male human beings, or to groups including at least one male. Of the nouns introduced so far, the following take masculine sound plurals:

<u>P.</u>	<u>S.</u>	
مُدَرِّسُونَ	مُدَرِّسٌ	'teacher'
مُوظَّفُونَ	مُوظَّفٌ	'employee'
سِكْرَتِيرُونَ	سِكْرَتِيرٌ	'secretary'
مُدِيرُونَ	مُدِيرٌ	'director'

Of the adjectives introduced up to now, the following take masculine sound plurals:

<u>P.</u>	<u>S.</u>	
مَوْجُودُونَ	مَوْجُودٌ	'present'
مَشْهُورُونَ	مَشْهُورٌ	'famous'
زَائِرُونَ	زَائِرٌ	'visiting'
خَاصُّونَ	خَاصٌّ	'special'
لُبنَانِيُونَ	لُبنَانِيٌ	'Lebanese'

and all nisba adjectives (such as لُبنَانِيٌ above) except عَرَبِيٌ 'Arab, Arabic' and أَجْنَبِيٌ 'foreign', which have broken plurals; and إِسْلَامِيٌ 'Islamic', which is not commonly used to refer to human beings. Examples:

مُدَرِّسُونَ زَائِرُونَ	'visiting teachers'
المُوظَّفُونَ مَوْجُودُونَ.	'The employees are present.'
مِنَ السِّكْرَتِيرِينَ اللَّبنَانِيِّينَ	'from the Lebanese secretaries'

As we noted above, masculine sound plurals can refer only to human beings (males or mixed groups). Feminine sound plurals, on the other hand, may refer either to human beings (female only) or to nonhuman things. In this lesson only human nouns will be dealt with; nonhuman nouns will be taken up in Lesson Eleven.

Following are the feminine human nouns introduced thus far:

	P.	S.	
1.	طَالِبَات	طَالِبَةٌ	'student'
2.	مُدْرَسَات	مُدْرَسَةٌ	'teacher'
3.	مُدِيرَات	مُدِيرَةٌ	'director'
4.	سِكْرَتِيرَات	سِكْرَتِيرَةٌ	'secretary'
5.	أَنْسَات	أَنْسَةٌ	'young lady'
6.	مَوْظَفَات	مَوْظَفَةٌ	'employee'
7.	أُسْتَاذَات	أُسْتَاذَةٌ	'professor'
8.	صَدِيقَات	صَدِيقَةٌ	'friend'
9.	رَئِيسَات	رَئِيسَةٌ	'president'

In general, feminine singular human nouns ending in ة form their plurals with ات.

Most feminine adjectives take the feminine sound plural (rather than a broken plural). Examples:

مُدْرَسَات جَدِيدَات	'new teachers'
الطَالِبَاتُ اللَّهْنَانِيَّاتُ	'the Lebanese students'
مِنْ صَدِيقَاتٍ قَدِيمَاتٍ	'from old friends'

Henceforth you must learn each noun and adjective in its singular and plural forms. These will be listed in the vocabularies of subsequent lessons, first in the singular, and then in the plural: Sound m. and f. plurals will be given as ون , ات respectively. Other plurals will be given in full. For example:

مُدْرَسٌ - ون	'teacher' (m.)
طَالِبَةٌ - ات	'student' (f.)
جَدِيدٌ - جُدُوم	'new'

Now do Drills 3 and 4.

Drill 3. Written. Recognition: Sound plurals.

Identify the gender of the following plural words and circle their plural suffixes: Ex.

M. مدرّسون
F. مدرّسات

- | | |
|--------------------------|----------------------|
| ٥ - السكرتيرون المشهورون | ١ - استازات اجنبيّات |
| ٦ - مدرّسين فرنسيّين | ٢ - موجودون |
| ٧ - من الزائرات | ٣ - من الموظّفين |
| ٨ - الطالبات الموجودات | ٤ - صديقات جديدات |

Drill 4. (Also on tape) Substitution/transformation: Plurals.

Change each of the items given below to its plural form, and then substitute it for the underlined word in the model sentence.

a. 'The teachers saw a foreign movie.' شاهد المدرّسون فيلماً اجنبيّاً .

- | | |
|------------------------|--------------------------|
| ٥ - صديقتي | ١ - الموظّف |
| ٦ - المدرّسة التونسيّة | ٢ - السكرتيرة اللبنانيّة |
| ٧ - الطالب الجامعيّ | ٣ - الطالبة الجديدة |
| ٨ - الطالبة الجامعيّة | ٤ - الاستاذ المشهور |

b. Repeat with:

'I saw the officials at the office.' شاهدت الموظّفين في المكتب .

- | | |
|-------------------------|------------------------|
| ٥ - السكرتير | ١ - المديرّة الاجنبيّة |
| ٦ - الطالبة الجديدة | ٢ - الاستاذة الجامعيّة |
| ٧ - المدرّسة الامريكيّة | ٣ - المدرّس الفرنسيّ |
| ٨ - صديقتها | ٤ - صديقه |

3. Masculine sound plurals in idāfa and with pronoun suffix

The masculine sound plural forms of the noun مُدَرِّسٌ, (see 2 above) are given here again for reference:

Nom.	مُدَرِّسُونَ
Gen.	مُدَرِّسِينَ
Acc.	مُدَرِّسِينَ

When a masculine sound plural noun like this occurs as the first term of an idāfa, or when it has an attached pronoun suffix, the final نَ of the plural ending is dropped:

As first term of idāfa		
Nom.	رَجَعَ مُدَرِّسُو التَّارِيخِ .	'The history teachers have returned.'
Gen.	ذَهَبْتُ إِلَى مَكْتَبِ مُدَرِّسِي التَّارِيخِ .	'I went to the history teachers' office.'
Acc.	اسْتَقْبَلَ الرَّئِيسُ مُدَرِّسِي التَّارِيخِ .	'The president received the history teachers.'

With pronoun suffix		
Nom.	مُدَرِّسُوهُ	'his teachers'
Gen./ Acc.	مُدَرِّسِيهِ	

The first person singular pronoun suffix 'my' has the form يَ -ya (instead of ي as in مَكْتَبِي 'my office') when the stem to which it is attached ends in a long vowel. That is the case with these masculine plural forms after the dropping of the final نَ . In addition, when this suffix يَ -ya is attached to a nominative stem ending in و uu, the latter changes to ii (becoming identical to the genitive and accusative endings). The final ii of the stem and the suffix يَ ya are then written as a double ي with a

shadda: ^وي yya. Here is the process:

Nom.	مُدَّرِّسُونَ	'teachers'
(drop نَ) :	مُدَّرِّسُو - ي	
(change و to ي) :	مُدَّرِّسِي - ي	
(write 2 ي's as 1) :	مُدَّرِّسِيَّ	'my teachers'
Gen./Acc.	مُدَّرِّسِينَ	'teachers'
(drop نَ -) :	مُدَّرِّسِي - ي	
(write 2 ي's as 1) :	مُدَّرِّسِيَّ	'my teachers'

Thus, with this suffix, all three cases are the same:

Nom.	مُدَّرِّسِيَّ	'my teachers'
Gen.		
Acc.		

Now do Drill 5.

Drill 5. Transformation.

Combine the two items in parentheses in each of the sentences below.

If written, write only the resulting combination of noun + noun or noun + pronoun suffix, making any changes necessary. Ex.

'His students came to class.' حضر (طلاب - هو) الى الصف .

طلابه

- ١ - شاهد (مدرِّسون - اللغة العربيَّة) فيلماً عربيّاً .
- ٢ - هل أصدر (اساتذة - انتم) كتاباً هذه السنة ؟
- ٣ - شاهدنا (طلاب - نحن) في السينما .
- ٤ - هل استقبل الرئيس (موظفون - هو) الجدد ؟
- ٥ - (سكرتيرات - المدير) موجودات في المكتب .
- ٦ - كل (اصدقاء - انا) في هذا المطعم . ١٠ - درّست (استاذة - هي) في جامعة القاهرة .
- ٧ - هل استمعت الى (مدرِّسين - انت) ؟
- ٨ - ذهبت (صديقات - هنّ) الى المسرح .
- ٩ - رجع (مدرِّسون - انا) الى المدرسة .

4. Verb: Perfect tense - plural

The singular forms of the verb in the perfect tense were given in previous lessons (see 6.C.2 and 7.C.1). In this lesson we present the plural forms.

Here is a table showing both singular and plural forms of the verb ذَهَبَ 'to go' (stem ذَهَبَ - ḏahab-):

		Subject Marker			
3 MS	هو	ذَهَبَ	ا	-a	'he went'
3 FS	هي	ذَهَبَتْ	تْ	-at	'she went'
2 MS	أَنْتَ	ذَهَبْتَ	تَ	-ta	'you (m.s.) went'
2 FS	أَنْتِ	ذَهَبْتِ	تِ	-ti	'you (f.s.) went'
1 S	أَنَا	ذَهَبْتُ	تُ	-tu	'I went'
3 MP	هم	ذَهَبُوا	وا	-uu	'they (m.) went'
3 FP	هِنَّ	ذَهَبْنَ	نَ	-na	'they (f.) went'
2 MP	أَنْتُمْ	ذَهَبْتُمْ	تُمْ	-tum	'you (m.p.) went'
2 FP	أَنْتُنَّ	ذَهَبْتُنَّ	تُنَّ	-tunna	'you (f.p.) went'
1 P	نَحْنُ	ذَهَبْنَا	نا	-naa	'we went'

The following points may be noted about these plural forms:

(1) The 3 m.p. ending is written with a final ʔalif. This is a matter of spelling only, and does not affect the pronunciation of the ending, which is -uu. Cf. لَيْسُوا 'they are not' which is also third person masculine plural.

(2) The use of the masculine and feminine plural forms is like that of the corresponding pronouns (8.C.3): the 3 m.p. and 2 m.p. forms are used in referring to or addressing three or more human beings including at least one

male; while the 3 f.p. and 2 f.p. forms are used in referring to or addressing three or more female human beings. (But for the 3 m.p. and 3 f.p. forms see also 5 below.)

Now do Drills 6,7 and 8.

Drill 6. (On tape) Conjugation.

Drill 7. (On tape) Questions and answers.

Drill 8. Questions and answers.

Answer the following in the appropriate person:

- ١ - هل ذهبوا الى السينما ؟
- ٢ - هل اكلت الكبة ؟
- ٣ - هل اصدرت كتابا جديدا ؟
- ٤ - هل استقبلتم المدير ؟
- ٥ - هل درست الدرس الاول ؟
- ٦ - هل ذهبن الى المسرح ؟
- ٧ - هل قرأت الجملة ؟
- ٨ - هل استمعت الى محاضرة الاستاذ ؟
- ٩ - هل ذهبتن الى بيروت ؟
- ١٠ - هل شربوا قهوة عربية ؟
- ١١ - هل اكملن الدراسة في تلك الجامعة ؟
- ١٢ - هل رجعتن الى الشرق الاوسط ؟

5. Verb-subject agreement: Verb following plural subject

In 8.C.2 it was seen that when a verb precedes a plural subject the verb is singular. It is masculine if the subject is masculine, and feminine if the subject is feminine, but it is always singular:

ذَهَبَ الطَّلَابُ الى نيويورك.	'The students went to New York.'
ذَهَبَتْ صَدِيقَاتِي الى نيويورك.	'My friends (f.) went to New York.'

This word order (verb first, then subject) is the usual order in an Arabic verbal sentence. The reverse order (subject first, then verb) is also possible, however, and that is when the plural verb forms are used. There is also agreement in gender. Examples:

الطَّلَابُ ذَهَبُوا إِلَى نِيويورك. 'The students went to New York.'

صَدِيقَاتِي ذَهَبْنَ إِلَى نِيويورك. 'My friends (f.) went to New York.'

The choice of word order (verb first or subject first) is a matter of style in Arabic, depending on various matters such as length of the verb or the subject or focussing on the subject; the English translation is usually the same for both.

The plural verb forms are also used when a (human) plural subject has been mentioned in a previous sentence, or is clear from the context. In such cases the form of the verb indicates the subject:

رَجَعُوا أَمْسَ. 'They (m.) returned yesterday.'

رَجَعْنَ أَمْسَ. 'They (f.) returned yesterday.'

Now do Drill 9.

Drill 9. Written. Completion and translation.

Insert the correct form of the verb given in parentheses in each of the sentences below. Translate.

- ١ - أَصْدِقَاتِي _____ إِلَى الْمَطْعَمِ . (حضر)
- ٢ - _____ الْمُدْرَسَاتِ إِلَى مَدْرَسَتِهِنَّ . (رجع)
- ٣ - _____ الطَّلَابُ إِلَى مُحَاضِرَتِي . (استمع)
- ٤ - _____ الْمُوظَّفُونَ _____ مَدِيرَهُمْ . (استقبل)
- ٥ - _____ أَسَازُ التَّارِيخِ الْإِسْلَامِي كِتَابَهَا ثَانِيًا . (أصدر)
- ٦ - صَدِيقَاتُنَا _____ إِلَى بَيْرُوتَ . (انتقل)
- ٧ - الْأَسَازَةُ _____ إِلَى مَكْتَبِ الرَّئِيسِ . (ذهب)
- ٨ - _____ الْمُدْرَسَاتُ فِي مَدْرَسَةٍ ثَانَوِيَّةٍ . (درّس)
- ٩ - الْأَسَازَةُ _____ إِلَى الْجَامِعَةِ . (رجع)
- ١٠ - _____ الطَّلَابُ _____ إِلَى الْمُتَحَفِ . (ذهب)

6. Expressed pronoun subjects: Emphasis and contrast

Since the Arabic verb form alone indicates the person, gender, and number of the subject, it is normally not necessary to use an independent pronoun subject as in English. For example:

أَيْنَ كَرِيْمَة ؟	'Where's Karima?'
ذَهَبَتْ إِلَى الْمَكْتَبَةِ .	'She went to the library.'

However, if some special emphasis is to be placed on the subject, or if a contrast is drawn between the actions of two different subjects, then the independent pronouns are used:

أَنَا أَكَلْتُ الْكَبَابَ وَهُمْ أَكَلُوا الْكُبَّةَ.	'I ate kabob and <u>they</u> ate kubba.'
-------------------------------------------------------	------------------------------------------

D. Comprehension passage

د - نُصُوْصٌ لِلْفَهْمِ

Read the following passage; then do Drill 10, which is based on it.

with

evening;
food

صديقى السيد لطفى أحمد موظف فى بنك مصر . حضر مع بعض
اصدقائه الى امريكا للزيارة . استقبلنا السيد لطفى أمس . وفى
المساء ذهبنا الى مطعم عربى وأكلنا طعاماً عربياً وشربنا كلنا القهوة .
ذهبنا بعد ذلك الى سينما قريبة من المطعم وشاهدنا عمر الشريف فى
فيلم " الدكتور جيفاكو " .

Drill 10. Complete the following sentences:

end

- ١ - بعض اصدقاء السيد لطفى _____ .
- ٢ - بعد انتهاء الزيارة رجع السيد لطفى _____ .
- ٣ - فى امريكا أكل السيد لطفى _____ وشرب _____ .
- ٤ - شاهد السيد لطفى فيلماً فى سينما _____ .
- ٥ - " الدكتور جيفاكو " _____ .

E. General drills

Drill 11. Variable substitution.

- 'Some of the teachers went to the restaurant.'
- ١ - ذهب بعض المدرسين الى المطعم .
 - ٢ - _____ الطلاب _____ .
 - ٣ - _____ الجامعة _____ .
 - ٤ - _____ رجع _____ من _____ .
 - ٥ - _____ كل _____ .
 - ٦ - _____ هم _____ .

Drill 12. Written. Transformation: 3 m.s. → 3 m.p. → 3 f.s. → 3 f.p.

In the sentences below, change the underlined items to: a) masculine plural, b) feminine singular, and c) feminine plural. Make any necessary changes in the rest of the sentence.

- ١ - الموظف اللبناني ذهب لزيارة صديقه .
- ٢ - شاهدت سكرتير الرئيس في المكتبة .
- ٣ - هل استمعت الى مدرسك ؟

Drill 13. Question formation.

Use the question-words in parentheses to make questions based on the following statements:

- ١ - ذهب الى مصر لزيارة الاصدقاء . (لماذا)
- ٢ - أكلوا الكباب في مطعم عربي . (أين)
- ٣ - استقبلوا الرئيس امس . (من)
- ٤ - ذهبوا الى الشرق الاوسط لدراسة العربية . (لماذا)
- ٥ - أكملت الدراسة هناك . (هل)
- ٦ - سكرتير المدير موجود في مكتبه . (أليس)
- ٧ - شربن قهوة عربية في مطعم . (ماذا)

- ٨ - هذه كلمة فرنسية . (ما)
- ٩ - رجعت صديقتها الى بيروت . (الى اين)
- ١٠ - درست التاريخ الاسلامي في الجامعة . (ماذا)
- ١١ - هذه هي الاخبار الجامعية . (ما)
- ١٢ - أصدرت الجامعة كتابا جديدا بعنوان " الجامعة الامريكية اليوم " (ما)
- ١٣ - هذا كرسيّ جديد . (هل)

أ - النص الأساسي

في المطار

- ١ - الأنسة لوسي : مرحبا يا سيد حسين .
- ٢ - السيد حسين : اهلا وسهلا يا آنسة لوسي . الى أين أنت ذاهبة ؟
- ٣ - الأنسة لوسي : الى نيويورك . وانت ؟
- ٤ - السيد حسين : الى الرياض .
- ٥ - الأنسة لوسي : متى موعد طائرتك ؟
- ٦ - السيد حسين : بعد وقت قصير .
- ٧ - الأنسة لوسي : على أي طائرة انت ذاهب ؟
- ٨ - السيد حسين : على طائرة شركة مصر .
- ٩ - الأنسة لوسي : هل عائلتك معك ؟
- ١٠ - السيد حسين : لا . تركتها في لندن .
- ١١ - الأنسة لوسي : كم ولدا لك ؟
- ١٢ - السيد حسين : لي ابن واسمه عادل ، وبنت واسمها سعاد .
- ١٣ - الأنسة لوسي : ما عملك ؟
- ١٤ - السيد حسين : انا مدير شركة . وانت ما عملك ؟
- ١٥ - الأنسة لوسي : انا موظفة في بنك .
- ١٦ - السيد حسين : جان موعدا طائرتي . الى اللقاء .
- ١٧ - الأنسة لوسي : مع السلامة .

has come (time)

A. Basic Text

At the Airport

1. Lucy: Hello, Mr. Hussein.
2. Hussein: Hello, Miss Lucy. Where are you going?
3. Lucy: To New York. And you?
4. Hussein: To Riyadh.
5. Lucy: When does your plane leave?
6. Hussein: In a short time.
7. Lucy: On what plane are you going?
8. Hussein: On Misr Air.
9. Lucy: Is your family with you?
10. Hussein: No, I left them in London.
11. Lucy: How many children do you have?
12. Hussein: I have a son--his name is 'Adil--and a daughter--her name is Su'ad.
13. Lucy: What is your job?
14. Hussein: I am the director of a company.
And you, what is your job?
15. Lucy: I am an employee in a bank.
16. Hussein: It's time for my plane. Good-bye.
17. Lucy: Good-bye.

B. Vocabulary

ب - المفردات

مطار - ات	airport
لوسي	Lucy
حُسين	Hussein (m. name)
أهلاً وسهلاً	welcome; hello

ذَاهِبٌ - وَن	going
مَتَى	when?
مَوْعِدٌ - مَوَاعِدُ ، مَوَاعِيدُ	appointed time; appointment
وَقْتُ - أَوْقَاتٌ	time
قَصِيرٌ - قِصَارٌ	short
عَلَى - عَلَيَّ	on
أَيُّ	(foll. by gen. noun) which?, what?
شَرِكَةٌ - ات	company
عَائِلَةٌ - ات	family
مَعَ	with
تَرَكَ	to leave
لَنْدُنْ	London
كَمْ	(foll. by s. acc.) how much?, how many?
وَلَدٌ - أَوْلَادٌ	child; boy
لِـ	(prep.) belonging to; to, for; of
ابْنٌ - أَبْنَاءُ	(with <u>waṣla</u>) son
إِسْمٌ - أَسْمَاءُ	(with <u>waṣla</u>) name
عَادِلٌ	'Adil (m. name)
بِنْتُ - بَنَاتٌ	girl; daughter
سُعَادٌ	Su'ad (f. name)
عَمَلٌ - أَعْمَالٌ	work, job
بَنْكٌ - بُنُوكٌ	bank

C. Grammar and notes

ج - القواعد والتمارين

1. Interrogative particle كَمْ 'how many?'
2. Preposition لِـ 'belonging to'
3. Equational sentences: Predicate first with indefinite subject

- | |
|---------------------------------------|
| 4. Prepositions with pronoun suffixes |
| 5. Verbs with pronoun suffixes |
| 6. Interrogative noun أَيّ 'which?' |

1. Interrogative particle كَمْ 'how many?'

The particle كَمْ is an interrogative corresponding to the English 'how many?'. Together with a noun it forms an interrogative phrase, and the noun is then always singular, indefinite, and in the accusative case:

كَمْ وَلَدًا لَكَ ؟	'How many children do you have?'
كَمْ طَالِبًا ذَهَبَ إِلَى نِيويورك ؟	'How many students went to New York?'

Now do Drills 1 and 2.

Drill 1. Recognition/translation.

Translate the underlined portion of the following sentences containing كَمْ:

- ١ - كَمْ طَائِرَةٌ فِي الْمَطَارِ ؟
- ٢ - كَمْ طَالِبًا دَرَسَ الْعَرَبِيَّةَ مَعَكُمْ ؟
- ٣ - كَمْ أَسْتَاذًا اسْتَقْبَلَ رَئِيسَ الْجَامِعَةِ ؟
- ٤ - كَمْ مَطْعَمًا عَرَبِيًّا فِي نِيويورك ؟
- ٥ - كَمْ مَدْرَسَةً فِي تِلْكَ الْمَدْرَسَةِ ؟
- ٦ - كَمْ فِيلْمًا شَاهَدْتُمْ ؟
- ٧ - كَمْ صَدِيقًا اسْتَقْبَلَ أَحْمَدَ فِي الْمَطَارِ ؟
- ٨ - كَمْ كِتَابًا قَرَأْتَ هَذِهِ السَّنَةَ ؟

Drill 2. Question formation.

Form questions from the following sentences using كَمْ and a form of the underlined words. Ex.

- T: 'Some of the employees drank coffee.' شَرَبَ بَعْضُ الْمَوْظِفِينَ قَهْوَةً .
- S: 'How many employees drank coffee?' كَمْ مَوْظِفًا شَرَبَ قَهْوَةً ؟

- ١ - شاهد كل الاصدقاء الفلم .
- ٢ - استقبلوا بعض المدرسات في المطار .
- ٣ - ذهب كل الطلاب الى المسرح .
- ٤ - تركت كل الصديقات في لندن .
- ٥ - اصدر بعض الاساتذة كتابا .
- ٦ - بعض المدرسين من فرنسا .
- ٧ - شاهدتم بعض الموظفين في السينما .
- ٨ - حضرت كل الطالبات الى امريكا .

2. Preposition لِـ 'belonging to'

One of the meanings of the Arabic preposition لِـ is 'belonging to'.

Thus one may say

أَلْسَيَّارَةُ لِلْمُتَحَفِ . 'The car belongs to the museum.'

This is an equational sentence, with أَلْسَيَّارَةُ as subject and the prepositional phrase لِلْمُتَحَفِ as predicate. Literally it means something like 'The car (is) of-the-museum.' Thus لِـ is often used in this way to express possession. Other examples:

هَذِهِ الطَّائِرَةُ لِشَرِكَةٍ جَدِيدَةٍ . 'This plane belongs to a new company.'

هَذَا الْمَكْتَبُ لِلْمُدِيرِ . 'This office is the director's.'

لِمَنْ هَذَا الْقَلَمُ ؟ 'Whose is this pencil?'

(In the last example the predicate is first because it is an interrogative phrase.)

When a pronoun suffix is serving as the object of the preposition لِـ , the vowel of the latter changes to لِ except with the 1 s. suffix, where the combination is لِي . The forms are as follows:

لَهُ 'belonging to him'	لَهُمْ 'belonging to them (m.)'
لِهَا 'belonging to her'	لِهِنَّ 'belonging to them (f.)'
لَكَ 'belonging to you (m.s.)'	لَكُمْ 'belonging to you (m.p.)'
لِكِ 'belonging to you (f.s.)'	لَكُنَّ 'belonging to you (f.p.)'
لِي 'belonging to me'	لَنَا 'belonging to us'

When this phrase follows a definite subject, it may be translated into English using the verb "to belong to" or a possessive pronoun; illustrations:

• هَذِهِ الْقَهْوَةُ لِسَعَادَ .	'This coffee belongs to Su'ad.'
	'This coffee is Su'ad's.'
هَلْ هَذَا الْقَلَمُ لَكَ ؟	'Does this pencil belong to you?'
	'Is this pencil yours?'
• هُوَ صَدِيقٌ لِي .	'He is a friend of mine.'

See C.3 below for a لـ phrase with an indefinite subject.

Now do Drills 3 and 4.

Drill 3. Question formation: لِمَنْ . Ex.

- T : 'The bus belongs to the company.' أ - الاوتوبيس للشركة .
 S₁ : 'Whose is this bus?' ط ١ - لمن هذا الاوتوبيس ؟
 S₂ : 'The company's.' ط ٢ - للشركة .

- ١ - الكتاب الجديد لك . ٥ - هذا المكتب للمدير .
 ٢ - السيّارة الكبيرة لصديقنا . ٦ - هذه الطاولة لها .
 ٣ - هذا المتحف للجامعة . ٧ - هذا الكرسيّ للمدرّسة .
 ٤ - هذا القلم لي . ٨ - كتاب التاريخ للطالب .

Drill 4. (Also on tape) Transformation: idāfa → لـ + noun. Ex.

- a. 'This is the director's car.' → هذه سيّارة المدير .
 'This car belongs to the director.' ← هذه السيّارة للمدير .

- ١ - هذا كتاب فريد . ٥ - هذا متحف الجامعة .
 ٢ - هذه طائرة شركة مصر . ٦ - هذا كرسي السكرتير .
 ٣ - هذا قلم الاستاذ وليم . ٧ - هذه طاولة الموظفة .
 ٤ - هذا مكتب المدير . ٨ - هذه سيّارة المرأة .

- b. 'This is my car.' → هذه سيّارتي .
 'This car is mine.' ← هذه السيّارة لي .

- ١ - هذه طاولتها. ٥ - هذا كتابك.
- ٢ - هذا مطعمهم. ٦ - هذا قلمنا.
- ٣ - هذه شهادتي. ٧ - هذا مكتبه.
- ٤ - هذا مكتبكن. ٨ - هذه سيارتهن.

3. Equational sentences: Predicate first with indefinite subject

When the predicate of an equational sentence is an adverb (for example هُنا 'here') or a prepositional phrase (for example فِي الْمَكْتَبِ 'in the office') and the subject is indefinite, then the usual order is predicate first, then subject. For many such sentences a good English translation begins 'There is a ...' or 'There are ...' Examples (predicate underlined):

فِي الْمَكْتَبِ طَاوِلَةٌ كَبِيرَةٌ.	'There's a big table in the office.'
عَلَى الطَّاوِلَةِ وَرَقَةٌ وَقَلَمٌ.	'On the table are a sheet of paper and a pencil.'
عَلَيْهَا كِتَابٌ جَدِيدٌ كَذَلِكَ.	'On it also is a new book.'

Such a construction is very commonly used to express possession, corresponding to English sentences using the verb 'to have'. In these cases the predicate is a prepositional phrase consisting of لِ with a noun or pronoun suffix object:

لِسَلِيمٍ سَيَّارَةٌ جَدِيدَةٌ.	'Salim has a new car.'
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Note that although the Arabic sentence and the English translation express the same idea, they do not have the same construction at all. In English the subject is Salim (the possessor), there is a verb has, and the object is a new car (the thing possessed). The Arabic sentence, on the other hand, is an equational sentence with no verb; the subject is سَيَّارَةٌ جَدِيدَةٌ (the thing possessed), and the predicate is a prepositional phrase with سَلِيمٍ (the possessor) as the object of the preposition لِ; the subject, being indefinite, follows the predicate. Thus the Arabic sentence is literally 'Belonging to

Salim (is) a new car.' Other examples (predicate underlined):

لَهُ سَيَّارَةٌ جَدِيدَةٌ	'He has a new car.'
لِي ابْنٌ وَبِنْتُ	'I have a son and a daughter.'
لِوَدَادَ صَدِيقَاتٌ عِرَاقِيَّاتٌ	'Widad has Iraqi friends.'
لِلأُسْتَاذِ الْجَدِيدِ مَكْتَبٌ فِي هَذَا الْبِنَاءِ	'The new professor has an office in this building.'

Like any equational sentence, these constructions are made negative by the verb لَيْسَ, which agrees with the subject in the usual ways:

لَيْسَتْ لَهُ سَيَّارَةٌ جَدِيدَةٌ	'He does not have a new car.'
لَيْسَ لِلأُسْتَاذِ مَكْتَبٌ هُنَا	'The professor does not have an office here.'
لَيْسَ لَهَا صَدِيقَاتٌ	'She has no friends.'

The last sentence illustrates the fact that if a feminine subject is separated from its verb that verb may be masculine or feminine singular.

Drill 5. Transformation. Ex.

'The new book belongs to the student.' → ← الكتاب الجديد للطالب.
'The student has a new book.' ← للطالب كتاب جديد.

- ١ - المكتبة الحديثة للجامعة . ٥ - البناء الجديد للمتحف .
- ٢ - الطائرة الجديدة للشركة . ٦ - السيارة القديمة لسميرة .
- ٣ - المطعم الكبير للسيد سليم . ٧ - الكرسي الجديد للسكرتيرة .
- ٤ - المكتب الجديد للمدير . ٨ - الطاولة الجديدة للمدرسة .

Drill 6. (On tape) Negation with لَيْسَ : Indefinite subject.

4. Prepositions with pronoun suffixes

Pronoun suffixes added to prepositions denote objects of prepositions.

This will be illustrated with أَمَامَ 'before, in front of':

أَمَامَهُ 'in front of him/it'	أَمَامَهُمْ 'in front of them (m.)'
أَمَامَهَا 'in front of her/it'	أَمَامَهُنَّ 'in front of them (f.)'
أَمَامَكَ 'in front of you' (m.s.)	أَمَامَكُمْ 'in front of you (m.p.)'
أَمَامَكَ 'in front of you' (f.s.)	أَمَامَكُنَّ 'in front of you (f.p.)'
أَمَامِي 'in front of me'	أَمَامَنَا 'in front of us'

When pronouns are suffixed to words ending in a long vowel or ي the suffix for أنا is يَ -ya. If the last letter of the stem is ي, that letter and the ي of the ending are written as one ي with a shadda: فِي fii 'in', فِيَّ fiyya 'in me'.

The preposition مِنْ 'from' has the special shape مِّنْ before ي 'me': مِّنِّي 'from me'; likewise عَنْ 'about' + ي 'I' gives عَنِّي 'about me'.

The pronoun suffixes with فِي and مِنْ are written out in full below:

فِي

فِيهِ 'in him'	فِيهِمْ 'in them (m.)'
فِيهَا 'in her'	فِيهِنَّ 'in them (f.)'
فِيكَ 'in you' (m.s.)	فِيكُمْ 'in you (m.p.)'
فِيكَ 'in you' (f.s.)	فِيكُنَّ 'in you (f.p.)'
فِيَّ 'in me'	فِينَا 'in us'

مِنْ

مِنْهُ 'from him'	مِنْهُمْ 'from them (m.)'
مِنْهَا 'from her'	مِنْهِنَّ 'from them (f.)'

مِنْكَ	'from you' (m.s.)	مِنْكُمْ	'from you (m.p.)'
مِنْكِ	'from you' (f.s.)	مِنْكُنَّ	'from you (f.p.)'
مِنِّْي	'from me'	مِنَّْا	'from us'

The prepositions إِلَى 'to' and عَلَى 'on' have the stems إِلَـيْ alay- and عَلَيْـ alay- when a pronoun suffix is attached. Here are complete tables:

إِلَى

إِلَيْهِ	'to him'	إِلَيْهِمْ	'to them (m.)'
إِلَيْهَا	'to her'	إِلَيْهِنَّ	'to them (f.)'
إِلَيْكَ	'to you (m.s.)'	إِلَيْكُمْ	'to you (m.p.)'
إِلَيْكِ	'to you (f.s.)'	إِلَيْكُنَّ	'to you (f.p.)'
إِلَيَّ	'to me'	إِلَيْنَا	'to us'

عَلَى

عَلَيْهِ	'on him'	عَلَيْهِمْ	'on them (m.)'
عَلَيْهَا	'on her'	عَلَيْهِنَّ	'on them (f.)'
عَلَيْكَ	'on you (m.s.)'	عَلَيْكُمْ	'on you (m.p.)'
عَلَيْكِ	'on you (f.s.)'	عَلَيْكُنَّ	'on you (f.p.)'
عَلَيَّ	'on me'	عَلَيْنَا	'on us'

Now do Drills 7 and 8.

Drill 7. Recognition.

Write the independent pronoun which corresponds to the pronoun suffix of the prepositions given. Ex. مِنْهُ — هُوَ

مَعَهُنَّ	الْيَكُم	فِيكَ
أَمَّا مَكَّنْ	عَنكَ	مِنْهَا
عَنِّي	عَلَيَّ	أَمَّا مَنَا
مَعَكَ	إِلَيْهِ	مَنْي
لَهُ	بَعْدَهَا	فِيهِمْ

Drill 8. Production.

Replace the words in parentheses with a preposition + pronoun suffix. Ex.

'He went with her to the theater.' ذهب (مع + هند) الى المسرح .
ذهب معها الى المسرح .

- ١ - (في + المكتبة) كتاب جديد .
- ٢ - (امام + انت) بناء قديم .
- ٣ - كم بنتا (ل + هي) .
- ٤ - رجعتنم (من + المطار) .
- ٥ - ذهبن (الى + المدرسة) .
- ٦ - استمعوا (ل + المحاضرة) .
- ٧ - (على + الطاولة) قلم .
- ٨ - ذهب (مع + انا) الى العراق .
- ٩ - (ل + انا) ولد في امريكا .
- ١٠ - اكلت (مع + هم) في مطعم .

عربي

5. Verbs with pronoun suffixes

A pronoun suffix added to a verb denotes the object of the verb, for example:

تَرَكَهُ	'he left him'
تَرَكَتُنَا	'she left us'

The forms of the pronoun suffixes added to verbs are the same as those added to nouns or prepositions, with one exception: with verbs the 1 s. suffix is not -ii or -ya, but -ni 'me':

تَرَكَنِي	'he left me'
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Remember that the vowel of the suffixes ـه and ـهم changes from u to i when attached to a word ending in ـ i, ي ii, or ى y:

تَرَكَتْهُ	'you (m.) left him'
تَرَكَتْهِ	'you (f.) left him'

In addition there are two points applying to verbs with attached pronoun suffixes:

(1) When a suffix is attached to a 3 m.p. verb form ending in -uu and written with a final 'alif, the 'alif is dropped (this is a matter of spelling only):

تَرَكَوْا	'they left'
تَرَكَوْكَ	'they left you'

(2) When a suffix is attached to a 2 m.p. verb (ending in تُمْ -tum), that ending becomes تُمُو -tumuu-:

تَرَكَتُمْ	'you (p.) left'
تَرَكَتُمُونِي	'you (p.) left me'

The following table shows all the pronoun suffixes thus far given, attached to the verb تَرَكَ 'he left';

تَرَكَهُ	'he left him'	تَرَكَهُمْ	'he left them (m.)'
تَرَكَهَا	'he left her'	تَرَكَهِنَّ	'he left them (f.)'
تَرَكَكَ	'he left you (m.)'	تَرَكَكُمْ	'he left you (m.p.)'
تَرَكَكِ	'he left you (f.)'	تَرَكَكُنَّ	'he left you (f.p.)'
تَرَكَنِي	'he left me'	تَرَكَنَا	'he left us'

Now do Drills 9 and 10.

Drill 9. Recognition.

Give in independent form both the pronoun subject and the pronoun object of the following verbs. Ex.

<u>object</u>	<u>subject</u>	
هي	أنا	درستُها ←
١١ - استقبلنا	٦ - تركوني	١ - تركناكَ
١٢ - تركته	٧ - تابعها	٢ - استقبلتموه
١٣ - قرأناها	٨ - تركته	٣ - تركته
١٤ - استقبلوكم	٩ - استقبلني	٤ - قرأتها
١٥ - تركناها	١٠ - تركتهم	٥ - أصدرنه

Drill 10. (Also on tape) Substitution.

Substitute the suffix form of the following for the pronoun object of the verb.

'He left them in London.'

تركهم في لندن

هنّ	هي	انتَ
انتنّ	نحن	انتم
هم	انتر	انا

Repeat with

- ١ - تركوهم في لندن.
- ٢ - استقبلتها في المطار.

6. Interrogative noun أَيّ 'which?'

The interrogative أَيّ 'which?' is a noun, and as such may, like other nouns, serve as subject or object of a verb or as object of a preposition, receiving the appropriate case inflection in each instance. It most commonly occurs as the first term of an idāfa, as in عَلَى أَيِّ طَائِرَةٍ 'on which plane?'.
 أَيّ may be translated by 'which...?' or 'what...?', e.g. أَيُّ دَرَسٍ 'which lesson?' or 'what lesson?'. Notice that English "what" is equivalent to أَيّ only if it comes together with a noun, as "what boy?" (أَيُّ وَلَدٍ); otherwise "what?" is equivalent to مَا ("What is this?" = مَا هَذَا or مَاذَا ("What did you drink?" = مَاذَا شَرَبْتَ).

Now do Drill 11.

Drill 11. (Also on tape) Substitution.

a. 'What lesson is this?'

أَيُّ دَرَسٍ هَذَا ؟

جامعة

كتاب

بناء

صف

متحف

استاذ

درس

مدرسة

b. 'What language did you learn?'

أَيُّ لُغَةٍ تَعَلَّمْتَ ؟

نص

درس

كلمة

جملة

c. 'What university did you go to?'

إلى أَيِّ جَامِعَةٍ زَهَبْتَ ؟

مسرح

بناء

مكتبة

جامعة

صف

متحف

مدرسة

مطعم

D. Comprehension passage

د - نُصُوصُ إِلْفَنِهِمْ

Read the following passage; then do Drill 12, which is based on it.

ذهب كريم مع بعض اصدقائه الى المطار واستقبلوا صديقا لهم .
 حضر هذا الصديق ، واسمه محمود ، من الشرق الاوسط الى امريكا لدراسة
 اللغة الانكليزية والتاريخ .

ذهب كل الاصدقاء الى السينما وشاهدوا فيلما اجنبيا بعنوان
 " الخرطوم " . بعد الفلم ذهبوا لزيارة كريم وعائلته . أَعَدَّتْ بنت prepared
 كريم القهوة العربية للزائرين . شربوا القهوة العربية واستمعوا بعد
 ذلك للأخبار .

Drill 12. Questions.

أَسْئَلَةٌ

- ١ - من أين حضر محمود ؟ ٤ - ماذا فعلوا بعد الفلم ؟
- ٢ - الى اين ذهب الاصدقاء ؟ ٥ - لماذا حضر محمود الى امريكا ؟
- ٣ - ماذا شاهدوا ؟

E. General drills

هـ - التمارين العامة

Drill 13. Written. Conjugation.

a. Fill in the blanks with the correct form of the verb تَرَكَ , using the pronouns on the vertical axis as the subject of the verb and the pronouns on the horizontal axis as the object.

Obj. Subj.	نحن	انتم	انتنّ	هم	هنّ
نحن	<u>X</u>	تركناكم			
أنتم		<u>X</u>	<u>X</u>		
أنتنّ		<u>X</u>	<u>X</u>		
هم					
هنّ					

b. Repeat using استقبل

Drill 14. Translation.

1. How many students went to Cairo on the Misr Air plane?
2. We have a daughter--her name is Widad.
3. I saw them in front of the window and went up (ذهب) to them.
4. Which man met (received) you (m.) in the airport?
5. Whose is this foreign car?

أ - النص الاساسي

طلاب جامعيون

- ١ - فريد : هل درس سامي في الجامعة اللبنانية ؟
- ٢ - مريم : لم يدرس في هذه الجامعة بل كان طالبا في الجامعة الأمريكية في بيروت .
- ٣ - فريد : على أي شهادة حصل ؟
- ٤ - مريم : على شهادة الدكتوراه .
- ٥ - فريد : وزوجته ؟
- ٦ - مريم : لم تحصل على الدكتوراه . حصلت على الماجستير فقط ، ثم عملت في مدرسة حكومية في لبنان .
- ٧ - فريد : هل رجع سامي بعد ذلك الى بلده ؟
- ٨ - مريم : لا . لم يرجع الى بلده ، بل سافر مع زوجته الى الكويت للعمل هناك .
- ٩ - فريد : وأنت يا مريم ، ألم تدرسي في الجامعة الأمريكية ؟
- ١٠ - مريم : لا . لم ادرس هناك ، بل كنت طالبة في الجامعة اللبنانية .

A. Basic text

University Students

1. Farid: Did Sami study at the Lebanese University?
2. Maryam: He did not study at that university, but he was a student at the American University of Beirut.
3. Farid: What degree did he get?
4. Maryam: The doctorate.
5. Farid: And his wife?

6. Maryam: She didn't get the doctorate. She only got the master's; and then she worked in a public school in Lebanon.
7. Farid: Did Sami return to his country after that?
8. Maryam: No, he didn't return to his country; he went with his wife to Kuwait to work there.
9. Farid: And you, Maryam, didn't you study at the American University?
10. Maryam: No, I didn't study there. I was a student at the Lebanese University.

B. Vocabulary

ب - المفردات

الحادي عشر	the eleventh
لَمْ	(neg. particle, foll. by jussive) did not, has/have not
لَمْ يَدْرُسْ	he did not study, he has not studied
بَلْ	but; rather
كَانَ	he was
حَصَلَ عَلَى	he obtained, got
الدكتوراه	the doctorate, the Ph.D.
زَوْج - أَزْوَاجٌ	husband
لَمْ تَحْصُلْ عَلَى	she did not obtain
الماجستير	the master's degree, the M.A.
فَقَطْ	only
ثُمَّ	then, thereupon, and then
عَمِلَ	he worked
حُكُومَةٌ - ات	government
مَدْرَسَةٌ حُكُومِيَّةٌ - مَدَارِسُ حُكُومِيَّةٌ	public school
بَلَدٌ - بِلَادٌ	country
بَلَدِيٌّ - وَن	(nisba of بَلَدٌ) native, indigenous, home (as opp. to foreign, alien)
لَمْ يَرْجِعْ	he did not return, he did not go back/ come back

سَافَرَ	he travelled, departed, left went
لَمْ تَدْرُسِي	you (f.s.) didn't study
لَمْ أَدْرُسْ	I did not study
كُنْتُ	I was

Additional vocabulary

البكالوريوس	the bachelor's degree, the B.A.
لَمْ يُسَافِرْ	he did not travel, depart, leave

C. Grammar and drills

ج - القواعد والتمارين

1. The root and pattern system
2. The forms of the Arabic verb
3. Negative of the perfect tense: لَمْ with jussive
4. Equational sentences: Past time
5. Feminine sound plural: Non-human nouns

1. The root and pattern system

Note the consonants in the following group of words:

دَرْسٌ	'lesson'
دِرَاسَةٌ	'studies, study'
مَدْرَسَةٌ	'school'
دَرَسَ	'he studied'
دَرَّسَ	'he taught'
مُدَرِّسٌ	'teacher (m.)'
مُدَرِّسَةٌ	'teacher (f.)'

All these words (and also some others not listed here) have three consonants in common: d r s. The words also have various vowels in various arrangements, and some of them have other consonants--but all have d r s. Such a set of consonants, in a certain order, common to a number of different words, is called

a root, and the individual consonants of a root are called radicals. The great majority of roots consist of three radicals; a few contain one, two, four, or even five radicals. Roots will be written as capital letters, thus: D R S.

A given root generally has associated with it a basic meaning which is relatable to all words derived from it. For example, the root D R S means "study"; دَرْس ('lesson') is a thing studied; دِرَاسَة 'studies' is the activity of studying; مَدْرَسَة 'school' is the place where studying goes on; دَرَسَ 'he studied' is the verb denoting this action; دَرَّسَ 'he instructed, taught' has the underlying meaning of 'he made (someone) study'; مُدَرِّس and مُدْرَسَة 'teacher' have the underlying meaning of "one who teaches". These derived meanings are relatable to word patterns, which are discussed below.

Roots may be conveniently symbolized with the letters FML (F standing for the First radical of any root, M for the Middle radical, and L for the Last radical).

Now note the following groups of words:

(a) <u>حَضَرَ</u> الى 'he came'	(b) <u>قَرِيب</u> 'near'
<u>دَرَسَ</u> 'he studied'	<u>جَدِيد</u> 'new'
<u>رَجَعَ</u> 'he returned'	<u>كَبِير</u> 'big'
<u>تَرَكَ</u> 'he left'	<u>قَدِيم</u> 'old'
<u>أَكَلَ</u> 'he ate'	<u>حَدِيث</u> 'modern'

Group (a) are verbs, all in the perfect tense. They also have in common a similarity in pattern: FaMaL(-a). That is, they begin with a consonant (the first radical of the root), then the vowel a, then a second consonant, another vowel a, and then a third consonant. (The final vowel -a is the subject-marker suffix.) These verbs are accordingly said to be of the pattern FaMaL-, which represents the stem of perfect tense (see also 2 below). دَرَّسَ 'he taught' is a different verb pattern: FaMMaL-.

The words in group (b) are an example of a second pattern. They all fit the pattern FaMiIL (qariib, jadiid, etc.) and have the meaning "adjective". Two points must be made here. First, this is not to imply that all adjectives are of this pattern; this is one of many adjective patterns (some with specialized meanings) e.g. FaML (such as سهل 'easy'), as well as the nisba adjectives (e.g. أساسي 'basic'). Second, different patterns may look alike. For example, FaMiIL is an adjective pattern as described above; it may also be a noun pattern, as in صديق 'friend'. Thus, we have two patterns: FaMiIL (adj.) and FaMiil (n.). They are considered different patterns because, as you will see later, they have different plural patterns.

The great majority of words in Arabic can be analyzed into a root and a pattern (with a few exceptions, such as من 'from' or هنا 'here'). This is extremely useful in mastering new vocabulary; that is, as you become familiar with more and more roots and patterns you will be able to analyze words on your own and to associate the meaning with the new word to be learned. For example, let us assume that you know that the pattern maFMaLa(t) (the combination a(t) represents the feminine suffix ة) means "noun of place", on the basis of words like مكتبة 'library' (lit., "place of books"), and also that you know the root د ر س = "to study". When you come across the new word مدرسة 'school', you can then analyze it as composed of the root د ر س meaning "to study" and the pattern maFMaLa(t) meaning "noun of place", and deduce that its underlying meaning is "place of studying", or "school". In the pattern maFMaLa(t), the ma- at the beginning of the pattern is written with small letters to show that (1) m is not a radical and (2) m itself occurs in all nouns of place.

An understanding of roots and patterns is essential to the use of Arabic dictionaries: words therein are arranged alphabetically by root. To acquaint you with this system, the glossary at the end of this book is also arranged

alphabetically by root; you will find it useful as a regular practice with every new lesson to look up in the glossary the words given in the vocabulary of the lesson.

One final remark: just as there are different patterns that look or sound the same, so there are different roots that look or sound the same. For example; جُمْلَة 'sentence' has as its root J M L, and the adjective جَمِيل 'handsome' also has a root J M L in the dictionary; both are listed under the same root, جمل. (The word جَمَل 'camel', however, which also has a root J M L is listed under a second entry, جمل).
Now do Drills 1 and 2.

Drill 1. Written. Recognition.

Write the root and pattern of each of the following words. Ex.

دراسة	د . ر . س	FiMaaLa(t)
زوجة	شهادة	
شرب	زاهب	
شركة	شيء	
رجل	قصير	
جامعة	سافر	

Drill 2. Written.

Write the word which has the root and the pattern given, then look the word up in the dictionary to find the meaning. Ex.

ع . م . ل + maFMaL ← 'laboratory' مَعْمَل

- | | | | |
|-----|-----------|---|------------|
| 1 - | س . ف . ر | + | FaMiIL |
| 2 - | و . ج . ه | + | FaML |
| 3 - | د . خ . ل | + | maFMaL |
| 4 - | ب . و . ب | + | FaMmaaL |
| 5 - | ت . ج . ر | + | FiMaaLa(t) |

←	FaaMiL	+	ب • ك • ر	-	٦
←	FaMaL	+	ب • ت • ك	-	٧
←	maFMaL	+	د • ع • ق	-	٨

2. The Forms of the Arabic verb

An Arabic verb in the perfect tense consists of a perfect stem and a subject-marker; for example, in دَرَسْتُ 'I studied' the stem is دَرَسْ daras- (the root is D R S) and the subject-marker is تُ -tu, and in اِسْتَقْبَلْنَا 'we received' the stem is اِسْتَقْبَلْ ?istaqbal- (the root is Q B L) and the subject-marker is نَا -naa. Clearly the pattern of the stem daras- is shorter and simpler than the pattern of ?istaqbal-. It is in fact the simplest pattern of all verb stems. Arabic verbs are classified according to the pattern of their perfect stems. All verbs with stems of the same pattern as daras- (that is, consisting only of consonant-vowel-consonant-vowel-consonant) are labelled Form I verbs, since that is the simplest possible pattern. Other verbs fall into classes labelled Form II, Form III, and so on up to Form XV, each with its characteristic pattern. Form I verbs are also called simple verbs and all others derived verbs. Form XI through XV are extremely rare, so this book will deal only with Forms I to X.

Following is a list of all the Form I verbs which have so far occurred. Note (1) that in the perfect stems of Form I verbs the first vowel is always a, and (2) that the second vowel may vary: the list below has examples only of a and i, but there are other verbs which have u.

Form I verbs

Stem pattern FaMaL-

دَرَسَ -	daras-	'to study'
حَضَرَ -	haḍar-	'to come to'
رَجَعَ -	rajaʿ-	'to return'

بَدَأَ -	baḍaʔ-	'to begin'
قَرَأَ -	qaraʔ-	'to read'
ذَهَبَ -	ḏahab-	'to go'
فَعَلَ -	faʕal-	'to do'
أَكَلَ -	ʔakal-	'to eat'
تَرَكَ -	tarak-	'to leave'
حَصَلَ - عَلَى	ḥaṣal-	'to obtain'

Stem pattern FaMiL-

شَرِبَ -	šarib-	'to drink'
عَمِلَ -	ʕamil-	'to work'

Following also, for reference only, is a list of the derived verbs which have occurred thus far, with an indication of the form to which they belong:

<u>Form II</u> (FaMMaL)		
دَرَسَ		'to teach'
<u>Form III</u> (FaaMaL)		
تَابَعَ		'to continue with'
سَافَرَ		'to travel'
شَاهَدَ		'to see'
<u>Form IV</u> (ʔaFMaL)		
أَصْدَرَ		'to publish'
أَكْمَلَ		'to finish'
<u>Form V</u> (taFaMMaL)		
تَعَلَّمَ		'to learn'
<u>Form VIII</u> (ʔiFtaMaL)		
اسْتَمَعَ لَ		'to listen to'
انْتَقَلَ		'to transfer, move'
<u>Form X</u> (ʔistaFMaL)		
اسْتَقْبَلَ		'to receive'

The vowel immediately before the last radical of any stem is referred to as the stem vowel. The stem vowels are underlined in the following perfect verb stems: daras-, šarib-, darras-, saafar-, ʔašdar-, taʔallam-, ʔistamaʔ-, and ʔistaqbal-.

Now do Drill 3.

Drill 3. Written.

a. Write the verb which has the root and pattern given, identify the form to which it belongs, then look it up in the dictionary or glossary to find its meaning. Ex.

III 'to meet'	قَابَلَ = FaaMaL-	+ ق . ب . ل
←	taFaMMaL-	+ ل . خ . ص - ١
←	ʔiFtaMaL-	+ ر . ب . ع - ٢
←	FaMMaL-	+ ق . د . م - ٣
←	ʔinFaMaL-	+ ص . ر . ف - ٤
←	ʔaFMaL-	+ خ . ب . ر - ٥
←	taFaaMaL-	+ ل . و . ن - ٦
←	FaMiL-	+ ش . م . ل - ٧
←	ʔistaFMaL-	+ ق . ب . ل - ٨
←	FaaMaL-	+ ص . د . ق - ٩
←	FaMaL-	+ س . ك . ن - ١٠

b. Look up the following unfamiliar verbs in the dictionary or glossary and give their meanings.

اعْتَمَدَ
أَقْبَلَ
اسْتَحْدَمَ

تَحَدَّثَ
صَدَّقَ
شَارَكَ

3. Negative of the perfect tense: لَمْ with jussive

The Arabic perfect tense is used to refer to completed actions in the past--to say that someone did or has done something. The negation of actions in the past--saying that someone did not or has not done something--is most commonly expressed by the negative particle لَمْ and a verb form called the jussive:

لَمْ يَدْرُسْ	'he did not study/ has not studied'
---------------	----------------------------------------

The jussive indicates the same distinctions of person, gender, and number as does the perfect, but differs from the latter in two fundamental ways:

(1) Perfect verb forms consist of a stem and subject-marker suffixed to the stem (that is, attached to the end of the stem). Thus the form دَرَسْتُ 'I studied' consists of the stem دَرَسْ daras- and the subject-marker تُ -tu:

<u>Subject-marker</u>	+	<u>Stem</u>
تُ	+	-دَرَسْ-

Jussive forms, on the other hand, consist of a stem and subject-markers pre-fixed to the stem (that is, attached to the beginning of the stem) and, in some cases, suffixed to it as well. Thus the jussive forms in لَمْ يَدْرُسْ 'he did not study' and لَمْ تَدْرُسِي 'you (f.s.) did not study' both have stem دَرَسْ -drus-; the former has subject-marker يَ ya- prefixed, and the latter has subject-marker تَ ta- prefixed and ي -ii suffixed.

<u>Subject-marker</u>	+	<u>Stem</u>	+	<u>Subject Marker</u>
		-دَرَسْ-		يَ
ي	+	-دَرَسْ-		تَ

(2) The stem of jussive forms itself is (in most verbs) different from the perfect stem. Generally speaking, Arabic verbs have two stems: a perfect stem used only in perfect tense verbs, (see Note 2 above), and an imperfect

stem used in the jussive (and also in the imperfect indicative, subjunctive, and imperative, all of which will be treated later). The pattern of the imperfect stem of a verb usually differs from the perfect stem by having different vowels and/or a different number of vowels. Thus the perfect stem of دَرَسَ 'to study' is

دَرَسَ -	daras-
----------	--------

and the imperfect stem is

-دَرَسَ -	-drus-
-----------	--------

Now compare two actual perfect and jussive verb forms (stems underlined):

<u>Jussive</u> (with لَمْ)		
يَدْرُسْ	لَمْ lam ya- <u>drus</u>	'he did not study'
تَدْرُسِي	لَمْ lam ta- <u>drus</u> -ii	'you (f.s.) did not study'
<u>Perfect</u>		
دَرَسَ	<u>daras</u> -a	'he studied'
دَرَسْتَ	<u>daras</u> -ti	'you (f.s.) studied'

Shown in the table below are the five singular forms of دَرَسَ 'to study' in the jussive:

	<u>Jussive</u>	<u>Subject-marker</u>
3 MS	يَدْرُسْ	يَ ya-
3 FS	تَدْرُسْ	تَ ta-
2 MS	تَدْرُسْ	تَ ta-
2 FS	تَدْرُسِي	تَ .. ي ta...ii
1 S	أَدْرُسْ	أَ ?a-

The following points may be noted:

(1) The 3 f.s. and 2 m.s. forms are identical. This is true of all imperfect verbs (those using the imperfect stem) in Arabic.

(2) The subject marker for the 2 f.s. form is a combination of prefix and suffix.

Form I verbs have perfect stems of the pattern FaMvL- (the v here stands for "any of the three short vowels"), as in دَرَسَ daras-(a) and imperfect stems of the pattern -FMvL-, as in يَدْرُسُ (ya)-drus. Therefore, if you know the perfect form of a Form I verb, you also know the jussive form--except for the stem vowel, which in general just has to be learned for each verb. There are, however, one or two hints which may help in the learning process:

(1) If the stem vowel of the perfect is a, the stem vowel of the imperfect may be u, i or a. It is very likely to be a if the second or third consonant of the stem is one of the throat sounds أ, ه, ح, or ع, as in the last four examples below. (These and the succeeding examples are all 3 m.s. forms.)

	<u>Perfect</u>	<u>Stem</u>	<u>Jussive</u>	<u>Stem</u>
'to study'	دَرَسَ	daras-	يَدْرُسُ	-drus
'to come'	حَضَرَ إِلَى	ḥaḍar-	يَحْضُرُ	-ḥḍur-
'to eat'	أَكَلَ	?akal-	يَأْكُلُ	-?kul-
'to leave'	تَرَكَ	tarak-	يَتْرُكُ	-truk-
'to obtain'	حَصَلَ عَلَى	ḥaṣal-	يَحْصُلُ	-ḥṣul-
'to return'	رَجَعَ	rajaʿ-	يَرْجِعُ	-rjiʿ-
'to begin'	بَدَأَ	badaʿ-	يَبْدَأُ	-bdaʿ-
'to read'	قَرَأَ	qaraʿ-	يَقْرَأُ	-qraʿ-
'to go'	ذَهَبَ	ḍahab-	يَذْهَبُ	-ḍhab-
'to do'	فَعَلَ	faʿal-	يَفْعَلُ	-fʿal-

(2) If the vowel of the perfect stem is i, the vowel of the imperfect stem is almost always a.

'to drink'	شَرِبَ	ʕarib-	يَشْرَبُ	-ʕrab-
'to work'	عَمِلَ	ʕamil-	يَعْمَلُ	-ʕmal-

(3) If the vowel of the perfect stem is u, the vowel of the imperfect stem is always u (no examples yet).

Finally, verbs whose first radical is a hamza, for example أَكَلَ 'to eat' (root ? K L) have regular imperfect forms in all persons except the first person singular. Compare the following 3 m.s. forms:

lam ya-drus	لَمْ يَدْرُسْ	'He didn't study.'
lam ya-ʔkul	لَمْ يَأْكُلْ	'He didn't eat.'

If the 1 s. form were regular, it would be like the 1 s. form of 'to study' as follows:

lam ʔa-drus	'I didn't study'
lam (ʔa-ʔkul)	'I didn't eat'

But this form ʔa-ʔkul- does not actually occur, because it contains a sequence of sounds which is not permitted by the phonological rules of Arabic: the sequence ʔaʔ- when the next sound is a consonant. Whenever this sequence is produced by the regular processes of word-formation (such as the conjugation of a verb) it is automatically changed to ʔaa, which in Arabic is written أ. Thus the actual Arabic 1 s. form is لَمْ أَكُلْ 'I didn't eat'. The following diagram illustrates the process (hypothetical regular form in parentheses, with the non-permitted sequence underlined):

lam ʔa-drus	لَمْ أَدْرُسْ	'I didn't study'
lam (<u>ʔa-ʔkul</u>) → ʔaakul	لَمْ أَكُلْ	'I didn't eat'

This lesson deals only with Form I verbs. The jussive of derived verbs will be discussed later as each Form is discussed, beginning in Lesson 17. Now do Drills 4, 5 and 6.

Drill 4. (Also on tape) Recognition.

Give the independent pronoun which corresponds to each of the following jussive forms.

- ١ - لم يرجع الى بلده في ذلك الوقت .
- ٢ - لم تدرس الدرس الاساسي .
- ٣ - لم اذهب الى القاهرة .
- ٤ - ألم تترك عائلتك في لندن ؟
- ٥ - لم تهدأ دراسة التاريخ هذه السنة .
- ٦ - لم يأكل كبة في المطعم العربي .
- ٧ - ألم تقرئي كتاب صديقك ؟
- ٨ - لم تحصل على شهادة في الانكليزية .
- ٩ - ألم تعمل في مكتب المدير ؟
- ١٠ - لم أشرب قهوة مع اصدقائي .

Drill 5. (Also on tape) Conjugation.

a. 'Didn't he work in the company office?' ألم يعمل في مكتب الشركة ؟

أنتَ	أنتِ
المديرة	أنا
السكرتير	السيد فريد
الموظف	كريمة
بنته	ابنك

b. Repeat with the following sentence.

'He didn't leave his family in Baghdad.' لم يترك عائلته في بغداد .

Drill 6. (Also on tape) Transformation: Affirmative → negative with لَمْ. Ex.

'He worked in a government office.' → عمل في مكتب حكومي.
'He didn't work in a government office.' لم يعمل في مكتب حكومي.

- ١ - حصلت على شهادة في العربية .
- ٢ - فعلت ذلك في نيويورك .
- ٣ - قرأت جريدة " أخبار اليوم " newspaper
- ٤ - بدأت دراسة التاريخ المصري .
- ٥ - ذهبت الى الشركة لزيارة المدير .
- ٦ - أكلت في مطعم مع اصدقائك .
- ٧ - درس النص الاساسي .
- ٨ - رجعت الى الشرق الاوسط للعمل هناك .

4. Equational sentences: Past time

Equational sentences refer to present time:

'Sami is a student.' سامي طالب .

The equivalent in past time is expressed by use of the auxiliary verb كَانَ 'to be':

'Sami was a student.' كَانَ سامي طالباً .

Notice that when كَانَ is used, a predicate noun or adjective is in the accusative case.

The verb كَانَ has the same distinctions of person, gender, and number, and follows the same rules of agreement with its subject as any verb. The perfect tense forms are as follows:

Singular		Plural	
3 M	كَانَ 'he was'	كَانُوا 'they (m.) were'	
3 F	كَانَتْ 'she was'	كُنَّ 'they (f.) were'	
2 M	كُنْتُمْ 'you (m.s.) were'	كُنْتُمْ 'you (m.p.) were'	
2 F	كُنْتُمْ 'you (f.s.) were'	كُنْتُمْ 'you (f.p.) were'	
1	كُنْتُ 'I was'	كُنَّا 'we were'	

This verb, as the table shows, has two perfect stems, kaan- and kun-. The former is used with suffixes (subject-markers) beginning with a vowel: -a, -at, and -uu; while the latter is used with suffixes beginning with a consonant: -ta, -ti, etc. Thus we have

كَانَ kaan- + -a 'he was'

but كُنْتُ kun- + -tu 'I was'

Note also the spelling of كُنَّ 'they (f.) were' and كُنَّا 'we were', in which the final ن of the stem and the initial ن of the suffixes are written as one ن with a shadda.

Additional examples, showing equational sentences (present) and their past time equivalents.

Present	وَدَادَ السِّكْرَتِيرَةُ هُنَا.	'Widad is the secretary here.'
Past	كَانَتْ وَدَادَ السِّكْرَتِيرَةُ هُنَا.	'Widad was the secretary here.'
Present	نَحْنُ طُلَّابٌ جُدَدٌ.	'We are new students.'
Past	كُنَّا طُلَّابًا جُدَدًا.	'We were new students.'
Present	الدَّرْسُ قَصِيرٌ.	'The lesson is short.'
Past	كَانَ الدَّرْسُ قَصِيرًا.	'The lesson was short.'
Present	الطَّاوِلَةُ فِي الْمَكْتَبِ.	'The table is in the office.'
Past	كَانَتِ الطَّاوِلَةُ فِي الْمَكْتَبِ.	'The table was in the office.'
Present	فِي الْمَكْتَبِ طَاوِلَةٌ.	'There is a table in the office.'
Past	كَانَ فِي الْمَكْتَبِ طَاوِلَةٌ.	'There was a table in the office.'

For the agreement of كان in the last example, see 6.C.3.

Now do Drills 7 and 8.

Drill 7. (Also on tape) Transformation. Ex.

'He is a new student.' →

هو طالب جديد. ←

'He was a new student.'

كان طالبا جديدا .

- ١ - هي موظفة في المتحف .
- ٢ - أنتم طلاب في مدرسة حكومية .
- ٣ - هم أصدقاء أحمد .
- ٤ - أنت مدرسة في سوريا .
- ٥ - أنا زاهب الى المسرح .
- ٦ - أنتن أستاذات في جامعة الخرطوم .
- ٧ - أنت في مكتب الشركة .
- ٨ - هو رجل مشهور .
- ٩ - نحن أصدقاء الرئيس .
- ١٠ - هن موظفات في مكتب حكومي .

Drill 8. Transformation. Present → Past. Ex.

'The woman is an employee in a bank.' → 'الاستاذ : المرأة موظفة في بنك .

'The woman was an employee in a bank.' 'الطالب : كانت المرأة موظفة في بنك .

الطالب : المرأة كانت موظفة في بنك .

- ١ - عادل زاهب الى الرياض .
- ٢ - الاساتذة في مكتبهم .
- ٣ - صديق وداود طالب في الأزهر .
- ٤ - المدرسات الجديرات في دمشق .
- ٥ - رئيس امريكا من ميشغان .
- ٦ - مريم زوجة استاذ مشهور .

5. Feminine sound plural: Non-human nouns

The feminine sound plural ending -ات -aat- is generally used to form the plural of feminine nouns referring to human beings, as was shown in 9.C.2 (p.99). It is also used to form the plural of nouns not referring to human beings: a great

many (not all) feminine nouns ending in ة and a number of masculine nouns as well. The following list includes all such nouns which have occurred so far. The first two are masculine, the others feminine.

	<u>Singular</u>	<u>Plural</u>	
(m.)	مَطَارٌ	مَطَارَاتٌ	'airports'
(m.)	أُوتوبِيسٌ	أُوتوبِيسَاتٌ	'buses'
	وَرَقَةٌ	وَرَقَاتٌ	'sheets of paper'
	طَاوِلَةٌ	طَاوِلَاتٌ	'tables'
	جَامِعَةٌ	جَامِعَاتٌ	'universities'
	مَكْتَبَةٌ	مَكْتَبَاتٌ	'libraries'
	كَلِمَةٌ	كَلِمَاتٌ	'words'
	عَائِلَةٌ	عَائِلَاتٌ	'families'
	دِرَاسَةٌ	دِرَاسَاتٌ	'studies'
	شَهَادَةٌ	شَهَادَاتٌ	'diplomas, degrees'
	لُغَةٌ	لُغَاتٌ	'languages'
	مُحَاضَرَةٌ	مُحَاضَرَاتٌ	'lectures'
	طَائِرَةٌ	طَائِرَاتٌ	'airplanes'
	زِيَارَةٌ	زِيَارَاتٌ	'visits'
	سَيَّارَةٌ	سَيَّارَاتٌ	'cars'
	شَرِكَةٌ	شَرِكَاتٌ	'companies'
	حُكُومَةٌ	حُكُومَاتٌ	'governments'
	سَنَةٌ	سَنَوَاتٌ	'years'

Note the plural سَنَوَاتٌ 'years'. Like the nisba سَنَوِيٌّ 'yearly', it is

based on a slightly different stem sanaw-.

It is worth noting that foreign words referring to non-humans, e.g.

'bus', are generally made plural with ات .
Now do Drills 9 and 10.

Drill 9. Written. Recognition.

Give the singular of the following words.

لغات	اوتوبيسات
طائرات	سنوات
طلاب	كلمات
سيارات	مطارات
اصدقاء	

Drill 10. (On tape) Transformation: Singular → plural.

D. Comprehension passage

د - نصوص لفهم

(1) Read the following passage; then do Drill 12, which is based on it.

السيد محمود فريد رجل مشهور في المغرب . أكمل الدراسة
الثانوية في مدرسة حكومية في الرباط ، ثم سافر الى مصر لدراسة
التاريخ في جامعة القاهرة .
حصل السيد محمود على شهادة البكالوريوس من جامعة القاهرة
ثم ذهب الى لندن للدراسة هناك . بعد الحصول على الدكتوراه ، رجع
السيد محمود الى بلده ، وعمل في الجامعة .
زوجة السيد محمود مصرية . اسمها فريال . ذهبت معه الى
لندن . لم تحصل السيدة فريال على شهادة من لندن ، بل عملت في مكتبة
الجامعة هناك . هي الآن مدرّسة في مدرسة خاصة .

Drill 11. Written.

Fill in the blanks on the basis of the passage above.

- ١ - السيد فريد من _____ ، وزوجته من _____ .
- ٢ - الرباط في _____ .
- ٣ - درس السيد فريد في _____ و _____ و _____ .
- ٤ - درس السيد فريد _____ في جامعة القاهرة .
- ٥ - السيدة فريال _____ على شهادة من لندن .
- ٦ - السيد فريد الآن _____ وزوجته _____ .

(2) Listen to the passage on tape, then do Drill 12, which is based on it.

Drill 12. (Also on tape) Passage for Aural Comprehension.

اسئلة

- ١ - هل درس كريم وحسين في مدرسة ثانوية في مصر ؟
- ٢ - الى أي جامعة انتقل كريم وحسين ؟
- ٣ - هل حصل كريم على شهادة ؟
- ٤ - ماذا فعل بعد ذلك ؟
- ٥ - هل حصل حسين على شهادة ؟
- ٦ - لماذا رجع الى بلده ؟

E. General drills

التمارين العامة

Drill 13. Written.

Match the items in column (a) with those in column (b) to make meaningful sentences.

- | (b) | (a) |
|-------------------|----------------------|
| في ذلك المطار | ١ - حصلت زوجتي على |
| تعلمتم في الجامعة | ٢ - على أي أوتوبيس |
| عائلة | ٣ - ألم تقرأ |
| هذا الكتاب | ٤ - هل المتحف الوطني |
| بالسيارة | ٥ - طائرات شركة مصر |

- | | |
|------------------|------------------------|
| شهادة جامعيّة | ٦ - درس صديقي |
| حديث أم قديم | ٧ - أليست لمدير الشركة |
| في مدرسة حكوميّة | ٨ - رجعوا الى |
| سافرت | ٩ - هل سافرتنّ |
| بلادهم أمس | ١٠ - كم لغة |

Drill 14. Written. Sentence Formation-transformation.

Write complete sentences using the following groups of words in their appropriate forms. Translate your sentences. Ex.

'What country did you go to with your family?'

ذهب - أي - أنتم - الى - عائلة -

بلد - مع - أنتم - ←

الى أيّ بلد ذهبتم مع عائلتكم ؟

١ - استاذ - مع - ذهب - فريد - أنا - محاضرة - لم - الى •

٢ - بيروت - كان - في - طالب - زوجة - صديق - أنا •

٣ - جامعة - أنت - لغة - درس - كم - في •

٤ - بنك - مطار - في •

٥ - كريم - مكتب - اصدقاء - ليس - في •

زيارة الى لبنان

سافر عدد من طلاب جامعة كاليفورنيا الى بيروت • واشتاء
اقامتهم في لبنان شاهدوا بعض الآثار التاريخية • وقبل عودتهم تحدّث
اليهم مراسل جريدة " المساء " البيروتية وسألهم :-
- ماذا اعجبكم في بلدنا؟

قالوا :

- اعجبنا جماله وآثاره القديمة في بعلبك •

ثم سألهم :

- ألم تذهبوا لزيارة الارز ومتحف الكاتب اللبناني الامريكي جبران
خليل جبران ؟

قالوا :

- لا ، لم نذهب • وقتنا لم يسمح بهذا •

وسألهم :

- هل كنتم مع طلاب لبنانيين اثناء زيارتكم للآثار اللبنانية ؟

قالوا :

- لا • لم نكن •

أسئلة

- ١ - الى أي بلد سافر الطلاب ؟
- ٢ - هل ذهبت الى لبنان ؟
- ٣ - ماذا شاهد الطلاب هناك ؟
- ٤ - هل ذهبوا لزيارة الارز ؟
- ٥ - هل كانوا مع طلاب لبنانيين
أثناء زيارتهم ؟

A. Basic text

A Visit to Lebanon

A number of students from the University of California travelled to Beirut, and during their stay in Lebanon they saw some of the historic ruins. Before their return, a reporter from the Beirut newspaper Al-Masā' talked with them and asked them:

"What did you like in our country?"

They said: "We liked the beauty of it, and the ancient ruins at Baalbek."

He then asked them, "Didn't you go to visit the Cedars, and the museum of the Lebanese-American writer Kahlil Gibran?"

They said, "No, we didn't. Our time didn't permit that."

Then he asked them, "Were you with Lebanese students during your visit to the Lebanese antiquities?"

They said, "No, we weren't."

B. Vocabulary

ب - المفردات

الثاني عشر	the twelfth
عدد (من الـ)	a number (of)
كاليفورنيا	California
أثناء	during
إقامة	(verbal noun) stay (in a place); residence
آثار، آثار قديمة	(pl.) ruins, antiquities
قبل	before (prep.)
عودة	(verbal noun) return
تحدث (إلى) (عن)	to speak (to) (about); to converse (with) (about) (indic.: يَتَحَدَّثُ عَنْ)
مراسل - ون	reporter, correspondent

جَرِيدَةٌ - جَرَايِدُ	newspaper
" الْمَسَاءُ "	<u>Al-Masā'</u> (Beirut newspaper)
سَأَلَ	to ask (indic. يَسْأَلُ)
أَعْجَبَ	to please (s.o.) (see C.3 below) (indic. يُعْجِبُ)
قَالُوا	they said
جَمَالٌ	beauty
بَعْلَبَكْ	Baalbek
الأرز	The Cedars
كَاتِبٌ - كُتَّابٌ	writer, author
جُبْرَانُ خَلِيلِ جُبْرَانِ	Kahlil Gibran (full Arabic name is (Jubrān Khalīl Jubrān)
سَمَحَ (لِ) (بِ) ..	to allow, permit (s.o.) (to do...) (indic. يَسْمَحُ)
لَمْ نَكُنْ	we were not

Additional vocabulary

أَخْبَرَ بِ ..	to tell, inform of (indic. يُخْبِرُ)
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C. Grammar and drills

ج - القواعد والتمارين

1. Plural of jussive: Form I
2. Equational sentences: Past negative with jussive of كَانَ
3. The verb أَعْجَبَ 'to please'
4. Adjective modifying first term of idāfa
5. Adjective modifying noun with pronoun suffix

1. Plural of jussive: Form I

In the last lesson (11.C.3) we introduced the jussive and gave the singular jussive forms for Form I verbs. The table below gives these singular forms again for reference, and also gives the five plural forms for the verb دَرَسَ 'to study'.

Jussive					
Singular			Plural		
	Verb	Subject-marker		Verb	Subject-marker
3 MS	يَدْرُسْ	يَ ya-	3 MP	يَدْرُسُوا	يَ ya...uu
3 FS	تَدْرُسْ	تَ ta-	3 FP	يَدْرُسْنَ	يَ ya...na
2 MS	تَدْرُسْ	تَ ta-	2 MP	تَدْرُسُوا	تَ ta...uu
2 FS	تَدْرُسِي	تَ ta...ii	2 FP	تَدْرُسْنَ	تَ ta...na
1 S	أَدْرُسْ	أَ ?a-	1 P	نَدْرُسْ	نَ na-

Note that in the plural all the forms except the 1 p. have both prefixed and suffixed subject-markers. Note also the following spelling convention: the 3 m.p. يَدْرُسُوا and the 2 m.p. تَدْرُسُوا, which end in -uu, are spelled with a final ?alif. This does not affect the pronunciation. If a pronoun suffix is added to such a form, the ?alif is dropped:

لَمْ يَدْرُسُوهُ. 'They didn't study it (m.).'

These remarks also apply to the 3 m.p. perfect form, for example دَرَسُوا 'they (m.) studied' (see 9.C.4), and we can now make this general statement: Any Arabic second or third person plural verb form ending in و is written with a final ?alif, which is dropped before a pronoun suffix.

As we saw in the previous lesson, the jussive is used with لَمْ to express the negative of a past action. Here are some examples of the new plural forms:

لَمْ يَحْضُرُوا أَمْسَ. 'They (m.) didn't come yesterday.'
لَمْ يَقْرَأُوهَا. 'They (m.) haven't read it (f.)'
لَمْ يَحْصُلْنَ عَلَى عَمَلٍ هُنَاكَ. 'They (f.) didn't obtain a job there.'
لَمْ تَأْكُلُوا الْكُبَّةَ. 'You (m.p.) haven't eaten the kubba.'

أَلَمْ تَشْرَبَنَّ الْقَهْوَةَ؟ 'Didn't you (f.p.) drink the coffee?'

لَمْ نَقْرَأْ هَذَا الدَّرْسَ. 'We haven't read this lesson.'

Now do Drills 1 and 2.

Drill 1. (On tape) Conjugation.

Drill 2. Transformation. Affirmative → negative. Ex.

'Sami obtained a university degree.' → ← حصل سامي على شهادة جامعية.

'Sami didn't obtain a university degree.' ← لم يحصل سامي على شهادة جامعية.

- ١ - تركنا الولد في المطار.
- ٢ - الموظفون عملوا في مكتب حكومي.
- ٣ - أذهبت مع عائلتكم الى المسرح؟
- ٤ - الطالبات التونسيات درسن الفرنسية.
- ٥ - بدأت دراسة العربية في الكويت.
- ٦ - أكلت زوجته معه في المطعم.
- ٧ - فعلوا ذلك امس.
- ٨ - رجعتن الى بلدكن بعد سنة.
- ٩ - حضر استاذنا الى الصف.
- ١٠ - أقرأت كتاب الكاتب المشهور؟

2. Equational sentences: Negative past with jussive of كان

The verb كان 'to be' is used to place an equational sentence in past time. Like any verb, كان has jussive forms which, with لَمْ, expresses the past negative. (The present negative, as we have seen, is expressed by لَيْسَ.) Examples:

<u>Present</u>	سَلِيمٌ طَالِبٌ.	'Salim is a student.'
<u>Present Negative</u>	لَيْسَ سَلِيمٌ طَالِبًا.	'Salim is not a student.'
<u>Past</u>	كَانَ سَلِيمٌ طَالِبًا.	'Salim was a student.'
<u>Past negative</u>	لَمْ يَكُنْ سَلِيمٌ طَالِبًا.	'Salim was not a student.'

As the examples show, a predicate noun or adjective is in the accusative case after any form of كَانَ or لَيْسَ.

The following table shows the singular and plural jussive forms of كَانَ:

Jussive			
<u>Singular</u>		<u>Plural</u>	
3 MS	يَكُنْ	3 MP	يَكُونُوا
3 FS	تَكُنْ	3 FP	يَكُنَّ
2 MS	تَكُنْ	2 MP	تَكُونُوا
2 FS	تَكُونِي	2 FP	تَكُنَّ
1 S	أَكُنْ	1 P	نَكُنْ

This verb has two imperfect stems: one is كُونَ -kuun-, used with a suffix beginning with a vowel; the other is كُنْ -kun-, used with a suffix beginning with a consonant, or when there is no suffix. Note also the two feminine plural forms, where the final ن of the stem -kun- and the initial ن of the suffix -na are written as one نْ with a shadda.

Shown below are additional examples of the past negative of كَانَ.

لَمْ يَكُنْ أَبْنِي هُنَا فِي ذَلِكَ الْوَقْتِ.	'My son wasn't here at that time.'
لَمْ تَكُنْ سَكْرَتِيرَةً - كَانَتْ أَسْتَاذَةً.	'She wasn't a secretary--she was a professor.'
أَلَمْ تَكُنْ فِي الْجَامِعَةِ أَمْسَ؟	'Weren't you (m.s.) at the university yesterday?'
لَمْ يَكُنْ فِي الْمَكْتَبِ كُرْسِيٌّ.	'There wasn't a chair in the office.'
لَمْ تَكُونُوا مُوظَّفِي حُكُومَةٍ.	'You (m.p.) were not government employees.'

Now do Drills 3 and 4.

Drill 3. (On tape) Conjugation: لَمْ + كَانَ.

Drill 4. Transformation: Negation of equational sentences.

- 'Adil is a bank employee.' → عادل موظف في بنك . ←
 'Adil was a bank employee.' → كان عادل موظفا في بنك . ←
 'Adil wasn't a bank employee.' ← لم يكن عادل موظفا في بنك .

- ١ - الدكتور فريد مشهور .
 ٢ - زوجتي استاذة جامعية .
 ٣ - بناء الجريدة حديث جدا .
 ٤ - موعد طائرته قريب .
 ٥ - انا مدير الشركة .
 ٦ - صديقاتنا طالبات مغربيات .
 ٧ - أنتم موجودون هنا .
 ٨ - صديقتي سعاد من العراق .

3. The verb أعجب 'to please'

The sentence أعجبنا جماله is translated 'We liked its beauty' but the verb أعجب literally means 'to please', and the word-for-word translation of the sentence above is 'Its beauty pleased us.' In the Arabic sentence the noun جمال 'beauty' is the subject, and the pronoun suffix نا 'us' is the object. Sentences with أعجب are often best translated into English by sentences using the verb 'to like', 'to admire' but in that case the object in the Arabic sentence will be the subject in the English sentence and vice versa. Examples (with Arabic subject underlined):

ماذا أعجبكم في بلدنا ؟	'What pleased you in our country?'
أعجبهم الآثار القديمة .	('What did you like in our country?')
أعجب الموظفة عملها الجديد .	'The ancient ruins pleased them.*'
	('They liked the ancient ruins.')
	'Her new job pleased the employee.'
	('The employee liked her new job.')

Now do Drills 5 and 6. *For this verb-subject agreement see bottom page 156

Drill 5. (Also on tape) Substitution.

- 'I liked the beauty of this country.' أنا: اعجبني جمال هذا البلد .

الاستاذ سليم	الموظفون	أنتم
المرأة	وداد ومريم وهند	نحن
انا	أنتن	هي

Drill 6. (On tape) Substitution.

4. Adjective modifying first term of idāfa

There have already been many examples of noun-adjective phrases consisting of a simple noun followed by its adjective:

مَدْرَسَةٌ ثانَوِيَّةٌ	'a secondary school'
النَّصُّ الْأَسَاسِيُّ	'the basic text'

There have also been examples where the last term of an idāfa is modified by an adjective (another way of describing this is to say that the last term is the whole noun-adjective phrase):

عَنْوَانُ مُحَاضَرَةِ الْأُسْتَاذِ الزَّائِرِ	'the title of the <u>visiting professor's</u> lecture'
-----------------------------------------------	--------------------------------------------------------

Now here is an example in which a noun in an idāfa other than the last term is modified by an adjective:

جَرِيدَةُ " الْمَسَاءُ " الْبَيْرُوتِيَّةُ	'the <u>Beirut newspaper</u> "Al-Masā"'
--------------------------------------------	-----------------------------------------

The first noun in this idāfa (جَرِيدَةُ) is modified by the adjective بَيْرُوتِيَّةٌ 'Beirut'. The usual position for an adjective is immediately after the noun it modifies, but here that noun (جَرِيدَةُ) is followed by another noun in an idāfa. Two nouns in an idāfa may not be separated by an adjective. Therefore, if the first noun (or any noun except the last) in an idāfa is to be modified by an adjective, that adjective must follow the whole idāfa; it agrees with

the particular noun it modifies in the usual ways (definiteness, case, gender, number). Here is an example, with the noun and its modifying adjective underlined:

مَوْظَفٌ حُكُومَةٍ جَدِيدٍ 'a new government employee'

In this example مَوْظَفٌ is indefinite (because the last noun in the idāfa, حُكُومَةٍ, is indefinite) but it cannot have nunation since it is the first term of an idāfa. The adjective جَدِيدٌ is indefinite to agree with مَوْظَفٌ, and it does have nunation. It also of course agrees in case, gender, and number. Contrast this example with the following:

مَوْظَفُ الْحُكُومَةِ الْجَدِيدِ 'the new government employee'

Here مَوْظَفُ is definite (because الْحُكُومَةِ is definite) but as the first term of an idāfa cannot have the definite article. The adjective الْجَدِيدِ is definite to agree with مَوْظَفُ, and, as a definite adjective, must have the definite article.

In the example above it is clear that الْجَدِيدِ modifies مَوْظَفُ and not الْحُكُومَةِ, for if it modified the feminine noun الْحُكُومَةِ it would have to agree with it in gender, as well as in case. That would then be:

مَوْظَفُ الْحُكُومَةِ الْجَدِيدَةِ 'the employee of the new government'

Even if 'employee' also were feminine, the case ending of the adjective would indicate which noun it modified:

مَوْظَفَةُ الْحُكُومَةِ الْجَدِيدَةِ 'the new employee of the government'

مَوْظَفُ الْحُكُومَةِ الْجَدِيدَةِ 'the employee of the new government'

There can be ambiguity only if the first noun also happens to be genitive, or if case endings are not written:

(مَعَ) مُوظَّفَةُ الْحُكُومَةِ الْجَدِيدَةِ	'(with) the new employee of the government' or...
(مَعَ) مُوظَّفَةِ الْحُكُومَةِ الْجَدِيدَةِ	'(with) the employee of the new government'

In practice, however, such ambiguity is rare, and where it does occur the general context will usually indicate the correct choice.

Occasionally more than one noun in an *idāfa* may be modified by an adjective.

In that case the first adjective after the *idāfa* modifies the noun nearest it.

مُرَاسِلٌ	الْجَرِيدَةِ	الْبَيْروْتِيَّةِ	الْمِصْرِيِّ	
1	2	2	1	'The Egyptian correspondent of the Beirut newspaper'
مُدِيرُ	الشَّرْكَةِ	الْأَمْرِيْكِيَّةِ	الْجَدِيدُ	
1	2	2	1	'The new director of the American company'
بِنَاءٌ	الْمَتْحَفِ	الْوَطَنِيِّ	الْحَدِيثِ	
1	2	2	1	'The modern building of the National Museum'
بِنَاءٌ	الْمَتْحَفِ	الْوَطَنِيِّ	الْحَدِيثِ	
1	2	2	2	'The building of the modern National Museum'

Now do Drills 7 and 8.

Drill 7. (On tape) Substitution.

Drill 8. Written. Recognition and translation: Adjective agreement in *idāfas*.

a. In each of the sentences below, underline all nouns of the *idāfa* construction, then number them, from right to left. Next underline the adjective(s) following the *idāfa*. Give each adjective the same number as the noun it modifies. Ex.

'He's the Egyptian correspondent of the Beirut newspaper.' هو مُرَاسِلٌ الْجَرِيدَةِ الْبَيْروْتِيَّةِ الْمِصْرِيِّ
1 2 2 1

'The director's new secretary is in his office.' سَكْرَتِيرَةُ الْمَدِيرِ الْجَدِيدَةِ فِي مَكْتَبِهِ.
1 2 1

١ - مدير الشركة الكبيرة صديقي .

٢ - استقبل الرئيس موظفي الحكومة المصرية الجديدة .

٣ - قرأت كتاب الاستاذة الجامعية الجديد .

٤ - أين بناء المكتبة الوطنية ؟

- ٥ - هل أنت مراسل جريدة " اخبار اليوم " المصرية ؟
- ٦ - هل شاهدت طاولة الصّف الجديدة ؟
- ٧ - هذا هو كرسيّ مدرّسة اللغة العربية الجديد.
- ٨ - قرأت جملة الدرس الثاني القصيرة .

b. Translate the sentences of (a) above.

5. Adjective modifying noun with pronoun suffix

A noun which has an attached pronoun suffix is definite, and therefore an adjective modifying that noun is also definite (i.e., always has the definite article). The adjective also agrees with the noun in case, gender, and number. Here are some examples, with the noun with pronoun suffix and its adjective underlined:

أُسْتَاذُنَا الْجَدِيدُ مِنْ تُونِسِ .	'Our <u>new professor</u> is from Tunis.'
ذَهَبُوا إِلَى بَغْدَادَ مَعَ أَصْدِقَائِهِمُ الْجُدُدِ .	'They went to Baghdad with <u>their new friends</u> .'
لَمْ أَقْرَأْ كِتَابَهُ الْمَشْهُورَ .	'I haven't read <u>his famous book</u> .'
هَلْ صَدِيقَتُكَ اللَّهْنَانِيَّةُ مِنْ بَيْرُوتَ ؟	'Is <u>your Lebanese friend</u> from Beirut?'

Note also the following example, which occurs in the text:

أَعْجَبَنَا جَمَالُهُ وَآثَارُهُ الْقَدِيمَةُ .	'Its beauty and <u>its ancient ruins</u> pleased us.'
-------------------------------------------------	-------------------------------------------------------

This illustrates a new principle of agreement: If a singular noun does not refer to a single human being, its plural form takes a feminine singular adjective, verb or pronoun, regardless of the gender of the noun itself in the singular. In this example the noun آثَارُ is plural and refers to things, not persons. Therefore, the adjective modifying it (الْقَدِيمَةُ) is in its feminine singular form. This

point will be treated at greater length in later lessons.

Now do Drills 9 and 10.

Drill 9. Transformation: Adjective agreement.

Combine the following sentences into one sentence, as illustrated.

'The director's secretary is here.' ← { سكرتيرة المدير موجودة هنا .
'The director's secretary is new.' ← سكرتيرة المدير جديدة .
'The director's new secretary is here.' ← سكرتيرة المدير الجديدة موجودة هنا .

{ مراسل الجريدة هناك .
- ٦ - الجريدة مصرية .

{ استقبل استاذاه .
- ١ - استاذاه مشهور .

{ عائلته في السيارة .
- ٧ - عائلته كبيرة .

{ لوح الصفّ هنا .
- ٢ - لوح الصفّ قديم .

{ استمعنا الى محاضرات اساتذتنا .
- ٨ - اساتذتنا مشهورون .

{ ذهبنا مع اصدقائنا .
- ٣ - اصدقائنا مصريون .

{ استقبل الرئيس استاذات الجامعة .
- ٩ - استاذات الجامعة جديداً .

{ تحدثت الى موظفي الشركة .
- ٤ - موظفو الشركة جدد .

{ شاهد مدرسيه في المكتبة .
- ١٠ - مدرّسوه لهنايئون .

{ سيارة المدير من فرنسا .
- ٥ - سيارة المدير جديدة .

Drill 10. (Also on tape) Transformation: Plurals.

'The ruins' - 'ancient'

الآثار - قديم

'Are the ruins ancient?'

هل الآثار قديمة ؟

- | | |
|-----------------------|---------------------------|
| ١ - الاخبار - جامعي | ٩ - الشركات - امريكي |
| ٢ - الطائرات - حديث | ١٠ - المحاضرات - قصير |
| ٣ - الطلاب - جديد | ١١ - الاصدقاء - موجود هنا |
| ٤ - المطارات - كبير | ١٢ - الجامعات - بعيد |
| ٥ - الصديقات - لبناني | ١٣ - الطاومات - جديد |
| ٦ - المكتبات - قديم | ١٤ - الكلمات - قصير |
| ٧ - السيارات - اجنبي | ١٥ - المراسلون - مصري |
| ٨ - الاساتذة - مشهور | ١٦ - الآثار - قديم |

د - نصوص لفهمهم

D. Comprehension passage

Read the following passage and then do Drill 11, which is based on it.

سافر عدد من مراسلي جريدة " النيو يورك تايمز " ومراسلاتها الى مصر ، وفي مطار القاهرة استقبلهم بعض المراسلين المصريين . شاهد مراسلو " النيو يورك تايمز " اثناء اقامتهم في مصر بعض الآثار التاريخية والجامعات وذهبوا لزيارة المتحف الوطني . ذهب المراسلون قبل عودتهم الى امريكا لزيارة بناء جريدة " الأهرام " القاهرية . تحدث Al-Ahram اليهم مراسل لجريدة " الاهرام " وسألهم :

- ماذا اعجبكم في مصر ؟

قالوا : اعجبنا آثارها القديمة وجامعاتها الكبيرة وحكمة رئيسها . wisdom

ثم سألهم :

- هل ذهبتهم لزيارة الرئيس ؟

قالوا : لا . لم يسمح وقت الرئيس بهذا ، لكن بعض المراسلات ذهبن لزيارة زوجته . تحدثت معهن هذه السيدة الفاضلة عن المرأة في مصر . noble

ثم سألهم :

— ماذا فعلتم بعد ذلك ؟

قالوا: ذهبنا لزيارة بعض الاصدقاء المصريين وأكلنا معهم الطعام المصري food
وشربنا القهوة العربية .

صواب أم خطأ

Drill 11. True or false.

- ١ - ذهب المراسلون لزيارة زوجة الرئيس .
- ٢ - تحدّث الرئيس مع المراسلين عن المرأة .
- ٣ - أكل المراسلون في مطعم عربي .
- ٤ - استقبل المراسلون الأمريكيون المراسلين المصريين في مطار القاهرة .
- ٥ - أعجب الرئيس المصري مراسلي " النيو يورك تايمز " .
- ٦ - ذهب المراسلون لزيارة مراسل لجريدة "الاهرام" بعد عودتهم الى امريكا .

E. General drills

هـ - التمارين العامة

Drill 12. Written. Conjugation.

Fill in the rest of the chart below, giving jussive + لَمْ .

كان	رجع	حصل على	قرأ	ذهب	
				لم يذهب	هو
			لم يقرأوا		هم
		لم تحصل على			أنت
	لم نرجع				نحن
لم تكن					أنتم

Drill 13. Written. Transformation: m.p. → f.p.

Rewrite the Basic Text, changing all masculine plural forms (referring to people) to the corresponding feminine plural forms. Feminine plural of قالوا is قُلْنَ .

رسالة

واشنطن في ٧ نيسان (ابريل) ١٩٧٥ April

عزيزي سليم وعزيزتي فريدة :

أكتب هذه الرسالة بعد عودتي من عمّان . أسكن الآن في

مدينة واشنطن وأعمل في مكتبة الكونغرس . يعمل والدي في مصنع وتدرس

أختي في جامعة جورج واشنطن .

تذكر يا سليم في رسالتك لي زيارتك القادمة لأمريكا - ما

مُشتاقٌ إلى لقاءك . وأنت يا فريدة هل تدرسين الآن أم

longing to,
looking
forward to;
meeting

تبحثين عن عمل ؟

سلامنا إلى العائلة والأصدقاء .

المخلص

لهنري

٢٥ شارع فورد

واشنطن - أمريكا

اسئلة :

١ - من كاتب هذه الرسالة ؟ وإلى من كتبها ؟

٢ - أين يسكن ؟

٣ - أين يعمل ؟

٤ - ماذا يفعل والده ؟

٥ - هل له أخت ؟

٦ - في أي جامعة تدرس أخته ؟

٧ - من ذكر زيارته لأمريكا ؟

A. Basic text

A Letter

25 Ford Street

Washington, D.C., U.S.A.

April 7, 1975

Dear Salim and Farida,

I am writing this letter after my return from Amman. I am living in Washington now and working in the Library of Congress. My father works in a factory and my sister is studying at George Washington University.

Salim, you mention in your letter to me your coming visit to America. What is the date of your arrival? I am looking forward to seeing you. And you, Farida, are you studying now or looking for a job?

Our greetings to the family and friends.

Sincerely,

Henry

B. Vocabulary

الثالث عشر

the thirteenth

واشنطن

Washington

عزيز - أعزاء

dear

أكتب

I write, I am writing

رسالة - رسائل

letter

عمان

Amman (capital of Jordan)

أسكن

I live, reside, I am living, residing

مدينة - مدن

city

مدني - وني

city-dwelling, urban; civilized

أعمل

I work, I am working

الكونغرس

Congress

يعمل

he works, he is working

والد

father

مَصْنَعٌ - مَصَانِعُ	factory
تَدْرُسُ	she studies, she is studying
أَخْتٌ - أَخَوَاتٌ	sister
جَامِعَةُ جُورْجِ وَاشْنَطْن	George Washington University
تَذْكُرُ	you (m.s.) mention; you relate, tell
قَادِمٌ - وَن	coming (adj.); next (week, etc.)
وُصُولٌ (إِلَى)	(verbal noun) arrival (in, at)
تَدْرُسِينَ	you (f.s.) study, you are studying
تَبْحَثِينَ عَنْ	you (f.s.) look for, you are looking for
سَلَامٌ - ات	peace; greeting
مُخْلِصٌ - وَن	sincere
هَنْرِي	Henry

Additional vocabulary

شَارِعٌ - شَوَارِعُ	street
أَرْسَلَ	to send (Indic. يُرْسِلُ 'he sends'; neg.perf. لَمْ يُرْسِلْ 'he did not send')

C. Grammar and drills

ج - القواعد والتمارين

1. Reading dates.
2. Imperfect indicative: Singular
3. Broken plurals
4. Diptotes

1. Reading dates

The heading at the beginning of this letter may be read in two ways:

- (1) ١ - واشنطن في السابع من نيسان
(fissaabiʕi) min niisaan)

- or (2) ٢ - واشنطن في سبعة نيسان
(fii sabʕa niisaan)

The first is more formal.

How to read years will be explained later.

2. Imperfect indicative: Singular

To begin with, here is a very brief review of the components of the whole Arabic verb system: There are two tenses: perfect and imperfect. The perfect tense denotes completed actions; the imperfect tense denotes actions which have not taken place or have not been completed. The imperfect tense includes four moods: indicative, subjunctive, jussive, and imperative. So far we have introduced the perfect tense and the (imperfect) jussive, which as one of its functions expresses (with لَمْ) the negation of past actions. In this lesson we come to the imperfect indicative. (This is usually referred to as simply the "imperfect"; the other moods are also part of the imperfect tense, but they are referred to by their mood names "subjunctive", "jussive", and "imperative".)

The imperfect, denoting actions which have not been completed, may correspond to any of several English verbal constructions, depending on the context:

(1) A simple present-tense form or, in questions, a construction with "do" or "does":

يَعْمَلُ	'he works'
أَيْنَ يَعْمَلُ ؟	'Where does he work?'
أَكْتُبُ	'I write'

(2) A progressive construction with "is/are/am" and a verb in the -ing form:

يَعْمَلُ	'he is working'
هَلْ تَدْرُسِينَ الْآنَ ؟	'Are you (f.s.) studying now?'
أَكْتُبُ	'I am writing.'

An Arabic verb in the imperfect indicative consists of a subject-marker, the imperfect stem, and a mood-marker. The subject-markers and the stems are the same as in the jussive. Example:

يَدْرُسُ 'he studies'

The subject-marker here is يـ ya-, and the stem is دَرُسَ -drus-. The final vowel ـُ -u is the mood-marker, showing that this verb is in the indicative mood (as opposed, for example, to the jussive, which has no mood-markers. It is in fact the absence of mood-markers which distinguishes the jussive from other moods.)

Following is a chart showing the singular imperfect indicative forms of five verbs. If you compare these with the corresponding jussive forms (11.C.3) you will see that in forms where the jussive has no vowel ending (يَدْرُسُ) the indicative has the mood-marker -u (يَدْرُسُ), and where the jussive ends in a long vowel (تَدْرُسِي) the indicative adds the mood-marker -na (تَدْرُسِينَ).

	3 MS	3 FS	2 MS	2 FS	1 S
Stem	هو	هي	انتَ	انتِ	انا
'study' - دَرَسَ -	يَدْرُسُ	تَدْرُسُ	تَدْرُسُ	تَدْرُسِينَ	أَدْرُسُ
'write' - كَتَبَ -	يَكْتُبُ	تَكْتُبُ	تَكْتُبُ	تَكْتُبِينَ	أَكْتُبُ
'return' - رَجَعَ -	يَرْجِعُ	تَرْجِعُ	تَرْجِعُ	تَرْجِعِينَ	أَرْجِعُ
'go' - ذَهَبَ -	يَذْهَبُ	تَذْهَبُ	تَذْهَبُ	تَذْهَبِينَ	أَذْهَبُ
'work' - عَمَلَ -	يَعْمَلُ	تَعْمَلُ	تَعْمَلُ	تَعْمَلِينَ	أَعْمَلُ
Subject-markers	يـ	تـ	تـ	تـ...ية	أـ
Mood-markers	ـُ	ـُ	ـُ	ـُنَ	ـُ

As in the jussive, the 3 f.s. and 2 m.s. forms are identical. Also note again the vowel variation in the imperfect stem: u in some verbs (first two examples above), i in others (third example). and a in others (last two examples).

Arabic verbs, as we have seen before, have two stems. The perfect stem is

used for the perfect tense only. The imperfect stem is used for all four moods of the imperfect tense. To be able to use any Arabic verb, one must of course know both stems. This is particularly so in the case of Form I verbs, where the vowels of both stems vary from one verb to another. In learning a new verb, therefore, it is a good idea to learn the (3 m.s.) perfect and imperfect together as one item; for example, learn the Arabic for 'to study' not just as دَرَسَ , as that does not provide information about the imperfect stem, but as دَرَسَ يَدْرُسُ . Knowing this, you know that the perfect stem is daras- and the imperfect stem is -drus-, and you are then equipped to use the verb in all its forms.

Following is a list, for reference, of the perfect and imperfect (indicative) forms of all the Form I verbs which have appeared so far. Note the vowels of the stems, and the correspondences between the vowel of the perfect and that of the imperfect. The stem vowels are indicated below for each group.

<u>Imperfect</u> (Stem vowel <u>u</u>)	<u>Perfect</u> (Stem vowel <u>a</u>)	
يَدْرُسُ	دَرَسَ	'to study'
يَكْتُبُ	كَتَبَ	'to write'
يَحْضُرُ إِلَى	حَضَرَ إِلَى	'to come'
يَأْكُلُ	أَكَلَ	'to eat'
يَتْرَكَ	تَرَكَ	'to leave'
يَحْصُلُ عَلَى	حَصَلَ عَلَى	'to obtain'
يَسْكُنُ	سَكَنَ	'to live'
يَذْكُرُ	ذَكَرَ	'to mention'
(stem vowel <u>a</u>)	(stem vowel <u>a</u>)	
يَذْهَبُ	ذَهَبَ	'to go'
يَبْدَأُ	بَدَأَ	'to begin'
يَسْمَحُ بِـ	سَمَحَ	'to permit'

يَقْرَأُ	قَرَأَ	'to read'
يَسْأَلُ	سَأَلَ	'to ask'
يَفْعَلُ	فَعَلَ	'to do'
يَبْحَثُ عَنْ	بَحَثَ عَنْ	'to look for'
(stem vowel <u>i</u>)	(stem vowel <u>a</u>)	
يَرْجِعُ	رَجَعَ	'to return'
(stem vowel <u>a</u>)	(stem vowel <u>i</u>)	
يَشْرَبُ	شَرِبَ	'to drink'
يَعْمَلُ	عَمِلَ	'to work'

In the vocabulary listings of subsequent lessons (and in the glossaries) verbs will be given in the 3 m.s. form of the perfect, with the imperfect stem vowel. Example:

دَرَسَ 'to study'

رَجَعَ 'to return'

This indicates that the imperfect forms are يَدْرُسُ and يَرْجِعُ.

Now do Drills 1 and 2.

Drill 1. Written. Recognition.

Specify the mood (indicative or jussive) of each of the following verbs and give the pronoun subject of each. Ex.

	Indicative -	يَكْتُبُ - هو	
تَسْأَلُ	تَعْمَلُ	تَدْرُسُ	
تَشْرَبُ	أَتْرُكُ	أَكْتُبُ	
تَقْرَأُ	يَفْعَلُ	يَسْكُنُ	
أَكُلُ	تَذْهَبُ	تَذْكُرِينَ	

Drill 2. (Also on tape) Transformation. Perfect → لَمْ + jussive → indicative. Ex.

'Henry wrote a letter to his friend.' → كَتَبَ هِنْرِي رِسَالَةً لَصَدِيقِهِ . ←

'Henry didn't write a letter to his friend.'

لم يكتب هنري رسالة لصديقه • ←

'Henry is writing a letter to his friend.'

يكتب هنري رسالة لصديقه •

- ١ - ذكرت في رسالتك موعد وصولك •
- ٢ - بحثت عن عمل في الحكومة •
- ٣ - سكنت في عمّان •
- ٤ - حصلت على شهادتها أثناء أقامتها هنا •
- ٥ - ترك عائلتها في المطار اليوم •
- ٦ - شربت قهوة عربية في المطعم •
- ٧ - قرأت رسالة أختك •
- ٨ - كتبت عن آثار بحلبيك في لبنان •
- ٩ - سمح وقتنا بزيارة بلدكم •
- ١٠ - سألت عن موعد عودته الى الشرق الاوسط •

3. Broken plurals

Broken plurals of nouns and adjectives are derived from their singular forms by internal vowel changes (like English foot-feet) and in some cases by the doubling of a consonant or the addition of a prefix or suffix as well. In other words, a broken plural has a different pattern from its singular. Broken plurals fall into a number of patterns; it is often possible to predict a plural from the pattern and meaning of the singular. Thus far we have had thirteen broken plural patterns, some with slight variations. These are listed below, with the plural forms under each pattern, and the corresponding singulars on the left. (For the symbolization of patterns with FML see 11.C.1; the letter C, standing for "any consonant", is used instead of F, M, or L when there are more than three consonants in the word and it does not matter which are radicals. DD stand for identical second and third radicals.)

Plural Patterns

1.a. ?aFMaaL

قَلَمٌ	أَقْلَامٌ	'pencils'
خَبَرٌ	أَخْبَارٌ	'news'
وَلَدٌ	أَوْلَادٌ	'boys'
عَمَلٌ	أَعْمَالٌ	'jobs'
عَدَدٌ	أَعْدَادٌ	'numbers'
بَابٌ	أَبْوَابٌ	'doors'
وَقْتُ	أَوْقَاتٌ	'times'
لَوْحٌ	أَلْوَابٌ	'boards'
شَيْءٌ	أَشْيَاءٌ	'things'
فِلمٌ	أَفْلامٌ	'films'
ابْنٌ	أَبْنَاءٌ	'sons'
إِسْمٌ	أَسْمَاءٌ	'names'

b. ?aaMaaL (instead of ?aFMaaL)

أَشْرٌ	آشَارٌ	'ruins, antiquities'
أَمَلٌ	آمالٌ	'hopes']

2. FuMuuL

دَرْسٌ	دُرُوسٌ	'lessons'
بَنْكٌ	بُنُوكٌ	'banks'
نَصٌ	نُصُوصٌ	'texts'

3. FiMaaL

رَجُلٌ	رِجَالٌ	'men'
بَلَدٌ	بِلَادٌ	'countries'
إِمْرَأَةٌ	نِسَاءٌ	'women'
كَبِيرٌ	كِبَارٌ	'big'
قَصِيرٌ	قِصَارٌ	'short'

4. FuMaL
 جُمْلَةٌ جُمْلٌ 'sentences'

5. FuMuL
 كِتَابٌ كُتِبَ 'books'
 مَدِينَةٌ مَدُنٌ 'cities'
 جَدِيدٌ جَدَدٌ 'new'

6. FaaLa(t)
 سَيِّدٌ سَادَةٌ 'Mssrs., gentlemen'

7. FuMaaL
 طَالِبٌ طُلَّابٌ 'students'
 كَاتِبٌ كُتَّابٌ 'authors'
 زَائِرٌ زُؤَارٌ 'visitors'

8. ?aFMiya(t)
 بِنَاءٌ بُنْيَةٌ 'buildings'

9. CaCaaCiCa(t)
 أَسْتَاذٌ أَسَاتِذَةٌ 'professors'
 دَكْتُورٌ دَكَاتِرَةٌ 'doctors'

10. FuMaLaa?
 رَئِيسٌ رُؤَسَاءُ 'chiefs, presidents'
 قَدِيمٌ قُدَمَاءُ 'old'

11.a. ?aFMiLaa?
 صَدِيقٌ أَصْدِقَاءُ 'friends'
 قَرِيبٌ أَقْرِبَاءُ 'relatives, relations'

b. ?aFiDDaa?

عَزِيزٌ	أَعَزَّاءٌ	'dear'
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12.a. CaCaaCiC

مَكْتَبٌ	مَكَاتِبٌ	'offices'
مُتَحَفٌ	مَتَاحِفٌ	'museums'
مَطْعَمٌ	مَطَاعِمٌ	'restaurants'
مَسْرَحٌ	مَسَارِحٌ	'theaters'
مَصْنَعٌ	مَصَانِعٌ	'factories'
مَوْعِدٌ	مَوَاعِدٌ	'appointments'
أَجْنَبِيٌّ	أَجَانِبٌ	'foreign; foreigners'
مَدْرَسَةٌ	مَدَارِسٌ	'schools'

b. CaCaaCin (instead of CaCaaCiyun)

كُرْسِيٌّ	كَرَاسٍ	'chairs'
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c. CaCaa?iC

رِسَالَةٌ	رَسَائِلٌ	'letters'
جَرِيدَةٌ	جَرَائِدٌ	'newspapers'

d. CawaaCiC

شَارِعٌ	شَوَارِعٌ	'streets'
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13.a. CaCaaCiiC

عُنْوَانٌ	عُنَاوِينٌ	'titles'
شِبَّاكٌ	شِبَابِيكٌ	'windows'

b. CawaaCiiC

تَارِيخٌ	تَوَارِيخٌ	'dates'
مِيعَادٌ	مَوَاعِيدٌ	'appointments'

Notes:

1. In pattern 1.a, note the last two plurals, in which the place of the

last radical is filled by a hamza which is not present in the singular. Note the plural نِسَاء 'women' in pattern 3, which is completely different from its singular.

2. Pattern 1.b.?aaMaal occurs instead of ?a?Maal for reasons of pronunciation; see the rule explained in 11.C.3, p. 137.

3. In some words the singular or the plural may have a meaning not shared by the other; for example, under pattern 13.b. is تَوَارِيخُ the plural of تَارِيخُ 'date'; تَارِيخُ in the meaning of "history" has no plural.

4. Some words have more than one possible plural with the same or different meanings. For example, كُرْسِي 'chair' has plural كُرَاسٍ (pattern 12.b. above) or كَرَاسِي with no difference in meanings, whereas the word زَائِرٌ 'visiting' as an adjective has the sound plural زَائِرُونَ, but as a noun 'visitor' it has the plural زَوَارٍ (pattern 7). جَدِيدٌ has two plurals: جُدَدٌ / جُدَدٌ

5. In plurals, the suffix -a(t) does not indicate feminine gender. Note the words of patterns 6, 8, and 9, which refer to masculine nouns, including some denoting male human beings.

6. Predictability. In many cases, knowing the form and meaning of a singular makes it possible to predict what the broken plural will probably be--though not with complete certainty. It is wise always to learn the plural together with the singular, but the following general statements will help you to classify broken plurals and to remember them more easily.

(a) Patterns 1 and 2 very commonly serve as the plurals of singulars of the pattern FaMaL and FaML, FiML, FuML.

(b) Pattern 4 is common as the plural of feminines of the pattern FuMLa(t).

(c) Pattern 7 is typically the plural for singular nouns of the pattern FaaMiL which refer to human beings in a particular activity.

(d) Pattern 9 is the plural for various singular patterns--all referring to human beings.

(e) Pattern 10 is the usual plural for singular nouns of the pattern FaMiIL which refer to human beings. Some FaMiIL adjectives also have this plural.

(f) Pattern 11 is another possible plural for FaMiIL nouns referring to human beings (and some adjectives). 11.a. is for roots with three different radicals (i.e., FML), whereas 11.b. is for roots in which the second and third radicals are identical (i.e., FDD).

(g) Pattern 12.a. is the usual plural for singular nouns which have four consonants (whether three radicals and one other consonant, or four radicals) and no long vowels. (The plural كُرَاسٍ 'chairs' (pattern 12.b.) is a defective noun, a type which will be treated later.) Pattern 12.c. is the plural for feminine singular nouns with a short vowel in the first syllable and a long vowel in the second. Pattern 12.d. is for masculine or feminine singulars with a long vowel in the first syllable and a short vowel in the second.

(h) Pattern 13 is the usual plural for singulars containing four consonants (a double consonant counts as two) and at least one long vowel. If the long vowel is in the last syllable only, the plural is pattern 13.a.; if there is a long vowel in both syllables, the plural is pattern 13.b.

(7) Diptotes. In the table above you will see that أَشْيَاءُ in pattern 1.a. and the plural nouns of patterns 10 through 13 (except 12.b.; see (g) above) are written with final ^{◌ْ} -u instead of the ^{◌~} -un with nunation. These plurals are all diptotes, a type of word which is described in the next note.

Now do Drills 3, 4 and 5.

Drill 3. (On tape) Repetition. Broken plurals. (s → p)

Drill 4. (On tape) Production. Broken plurals. (s → p)

Drill 5. (Also on tape) Recognition.

Give the singular forms of the following.

شبابيك	دكاترة	تواريخ
اجانب	اشياء	رسائل
اعزاء	كراس	زوار
اهنية	جمل	قصار
سادة	شوارع	مدن
دروس	رؤساء	اصدقاء

4. Diptotes

We have seen that Arabic nouns (and adjectives) have three different case endings, and also have the n of nunation when indefinite as, for example:

	<u>Indefinite</u>		<u>Definite</u>	
Nom.	كِتَابٌ		الْكِتَابُ	
Gen.	كِتَابٍ	'a book'	الْكِتَابِ	'the book'
Acc.	كِتَابًا		الْكِتَابَ	

Certain types of nouns and adjectives, however, when indefinite and not serving as first term of an idāfa, have only two different case endings (‘u for the nominative, and ‘a for both the genitive and the accusative), and never have the n of nunation. For example:

	<u>Indefinite</u>	
Nom.	مَكَاتِبُ	
Gen.	مَكَاتِبٍ	'offices'
Acc.	مَكَاتِبًا	

Such words are called diptotes; among them are some singular nouns and adjectives,

and some plural nouns and adjectives. When defined by the definite article ال or when they are the first term of any idāfa diptotes have all three case endings:

Without or with definite article:

	<u>Indefinite</u> (2 endings)	<u>Definite</u> (3 endings)
Nom.	رُؤَسَاءُ 'presidents'	الرُّؤَسَاءُ 'the presidents'
Gen.	رُؤَسَاءِ	الرُّؤَسَاءِ
Acc.	رُؤَسَاءَ	الرُّؤَسَاءَ

Without or with pronoun suffix:

	<u>Indefinite</u>	<u>Definite</u>
Nom.	رَسَائِلُ 'letters'	رَسَائِلُنَا 'our letters'
Gen.	رَسَائِلِ	رَسَائِلِنَا
Acc.	رَسَائِلَ	رَسَائِلُنَا

In an indefinite or definite idāfa (3 endings):

Nom.	شَوَارِعُ مَدِينَةٍ 'city streets'	شَوَارِعُ الْمَدِينَةِ 'the city streets'
Gen.	شَوَارِعِ مَدِينَةٍ	شَوَارِعِ الْمَدِينَةِ
Acc.	شَوَارِعَ مَدِينَةٍ	شَوَارِعَ الْمَدِينَةِ

In the lesson vocabularies, and in the various Glossaries in the book, diptotes are identified as such by the final vowel sign ُ instead of ـُ-un, for example:

أَوَّلُ 'first'
أَصْدِقَاءُ 'friends'

The following types of words which have occurred so far are diptotes:

a. Broken plurals of the following patterns:

(1) (a) CaCaaCiC

أَجَانِبُ 'foreign, foreigners'
مَدَارِسُ 'schools'

(b) CaCaa?iC

جَرَائِدُ 'newspapers'

(c) CawaaCiC

شَوَارِعُ 'streets'

(2) (a) CaCaaCiiC

شَبَابِيكُ 'windows'

(b) CawaaCiiC

تَوَارِيخُ 'dates'

b. Singulars and plurals ending in the suffix لاء -aa?u, where the final اء is not part of the root:

رُؤَسَاءُ 'presidents' (root R?S)

أَصْدِقَاءُ 'friends' (root \$DQ)

c. The adjective أَوَّلُ 'first' and the plural أَشْيَاءُ 'things' (pattern 1.a. in the preceding note).

d. All place names which end in a consonant and do not have the definite article (except those ending in ات -aat, as عَرَفَاتُ '(Mount) Arafat'):

لُبْنَانُ 'Lebanon'

مِصْرُ 'Egypt'

بَغْدَادُ 'Baghdad'

مَكَّةُ 'Mecca'

e. All feminine personal names:

مَرْيَمُ 'Maryam'

وِدَادُ 'Widad'

كَرِيمَةُ 'Karima'

(Feminine names with َ (no vowel) on the second of three letters are preferably diptotes, but are sometimes treated as regular:

هِنْدُ / هِنْدٌ 'Hind')

f. Masculine personal names, except those which are identical with (non-diptote) common nouns and adjectives, and those spelled with three letters and having َ (no vowel) on the second letter. Thus كَرِيمٌ 'Karim' (from adjective كَرِيمٌ 'noble, generous') and زَيْدٌ 'Zayd' (no vowel on second letter) are not diptotes. The following are examples of masculine names which are diptotes:

عُمَرُ 'Omar'

إِبْرَاهِيمُ 'Ibrahim (Abraham)'

يُوسُفُ 'Yusuf (Joseph)'

سُلَيْمَانُ 'Sulaiman (Solomon)'

In future lessons, other classes of diptotes will be identified as such as they occur.

Now do Drills 6, 7 and 8.

Drill 6. (Also on tape) Transformation.

Make the underlined word plural, and make any other necessary changes. Ex.

'The man looked for work in New York.' بحث الرجل عن عمل في نيويورك.

'The men looked for work in New York.' بحث الرجال عن عمل في نيويورك.

١ - ذهبنا لزيارة المدينة .

٢ - أخبرني بعنوان الكتاب .

٣ - متى موعد عودة المرأة الى الشرق الاوسط ؟

٤ - كتب الكاتب عن جمال البلد .

٥ - سأل الزائر الاجنبي عن الإقامة في لبنان .

٦ - ترك الولد امام باب المتحف .

٧ - استقبل الرئيس مدير الشركة .

٨ - درسنا جملة جديدة .

- ٩ - قرأت الجريدة بعد وصولي الى المكتب .
- ١٠ - صديق هنري يسكن في بنا هناك .
- ١١ - تحدت الى مراسل الجريدة .

Drill 7. Written. Recognition.

Vowel the underlined words.

- ١ - ذهب الطلاب الى المدارس الخاصة .
- ٢ - عمل كل الرجال في مصانع .
- ٣ - قال الطالب : درسنا الدرس الاول .
- ٤ - قرأت رسائل صديقي .
- ٥ - قرأت الأخبار في الجرائد .
- ٦ - يسكن رجال اجانب في هذا البنا .
- ٧ - استقبل الرئيس المديرين في مكتبه .
- ٨ - مكاتب الجامعة في بنا قريب .

Drill 8. Written. Transformation.

Make the underlined words plural and vowel them.

- ١ - درّسوا في مدرسة الاولاد .
- ٢ - سافرت مع رجل اجنبي .
- ٣ - اعجبت الجامعة الاستاذ الجديد .
- ٤ - مدير الشركة في المكتب .
- ٥ - كتب كريم الى صديق عزيز .
- ٦ - عمل المراسل في جريدة في لبنان .
- ٧ - استقبل الرئيس مديرا مصريا .
- ٨ - للشركة رئيس جديد .
- ٩ - ما عنوان الكتاب ؟
- ١٠ - كتبت رسالة لصديقي .

D. Comprehension passage

د - نصوص لفهم

Read the following passage; then do Drill 9, which is based on it.

سمير طالب في جامعة تونس ، ووالده استاذ في جامعة القاهرة.
هو السيد الدكتور فريد سرحان .

ذهب الدكتور فريد الى تونس لزيارة ابنه . استقبل سмир والده

في المطار ، وبعد ذلك ذهب معه الى أوتيل هيلتون .

اثناء اقامة السيد فريد في تونس شاهد الآثار الرومانية

القديمة في قرطاج . وفي مدينة تونس ذهب لزيارة الجامعة التونسية .

كذلك ذهب لزيارة جامع الزيتونة ، وهو مركز لدراسة التاريخ الاسلامي
mosque; center
واللغة العربية .

بعد انتهاء الزيارة ، رجع السيد فريد الى القاهرة وكتب

في جريدة الاهرام عن زيارته لتونس .

Drill 9.

Fill in the blanks relying on your comprehension of the above passage:

- ١ - السيد فريد سرحان — سмир .
- ٢ - سмир طالب في بلد — .
- ٣ - سكن السيد فريد في — — اثناء زيارته لابنه .
- ٤ - شاهد السيد فريد — الرومانية القديمة .
- ٥ - — — مركز لدراسة التاريخ الاسلامي .
- ٦ - كتب السيد فريد في جريدة الاهرام بعد عودته الى مصر عن — .

E. General drills

ه - التمارين العامة

Drill 10. Written. Translation.

My dear friends,

I am writing to you from Cairo after my arrival here yesterday. Before my arrival in Cairo I went to the city of Baalbek and I liked its ruins.

I study at the American University and I am reading Arabic in (في) books and newspapers.

My family did not come with me and I am anxious to see them (مُشْتَاقَةٌ إِلَى) (لِقَائِهِمْ) during their coming visit. My father is a secretary to the president of a company in Washington.

My greetings to your (pl.) dear sister.

Your sincere friend,

Lucy

Drill 11.

Give the correct form of the word(s) in parentheses.

- ١ - (اعجب) هنري آثار المدينة القديمة .
- ٢ - أَلَمْ (سكن) في عمان يا سعاد ؟
- ٣ - (ليس) في المكتب مديرو شركات .
- ٤ - (بحث) كريمة عن عمل في بغداد الآن .
- ٥ - لم (كان) اختي طالبة في الجامعة .
- ٦ - (ذهب + أنا) لزيارة صديقي امس .
- ٧ - لم (قرأ) فريد الجريدة امس .
- ٨ - لم (كان) مراسلين في جريدة "المساء" .
- ٩ - (ليس) امام الهناء سيارة كبيرة .
- ١٠ - (اعجب) والدتي جمال مدينة القاهرة .

Drill 12. Written.

Write the root of each of the following words and then look up each one in the dictionary and give its meaning and word pattern. Ex.

<u>Pattern</u>	<u>Root</u>	
FuMaLaa?	ع . ل . م	'scholars'
نَجَّار	سَكَّان	شاعر
حضارة	أعمال	صداقة
كثير	اعزَّاء	مذهب
أصدقاء	فعل	وجود

Drill 13. Oral practice.

The following items are suggestions for "conversational" practice. They can be directed to individual students by the teacher, used in chain drills, used as conversation guidelines among small groups of students, etc.

- ١ - صَبَّاحُ الْخَيْرِ .
- ٢ - كيف الحال؟
- ٣ - من أنت؟
- ٤ - في أيِّ مدينة تسكن؟
- ٥ - أين تسكن عائلتك؟
- ٦ - هل أنت طالب (ة)؟
- ٧ - في أيِّ جامعة تدرس (ين)؟
- ٨ - أيِّ لغة تدرس (ين)؟
- ٩ - هل ذهبت الى الشرق الاوسط؟
- ١٠ - الى أيِّ بلد ذهبت؟
- ١١ - هل لك سيَّارة؟
- ١٢ - الى اللقاء .

summary

مُوجَزُ الاخبار

- هنا دمشق .
 ايها السيّدات والسادة السلام عليكم .
 ننقل اليكم مُوجَزَ الاخبار .
- رؤساء الدول العربية يبحثون الوضع السياسي الحاضر في العالم العربي اثناء اجتماعهم في الخرطوم .
 - الرئيس التونسي لا يحضر هذا الاجتماع .
 - المراسلون الامريكيون يرجعون الى واشنطن بعد زيارتهم لدمشق .
 - وزير التربية ينشر اسماء الاساتذة الجدد في الجامعة السورية .
 - بعض استاذات الجامعة يحضرن اجتماعا مع الرئيس السوري .
 - كان هذا هو الموجز ، وتسمعون الآن تفصيل الاخبار .

education

details

أسئلة

- ١ - ماذا يبحث الرؤساء اثناء اجتماعهم ؟
- ٢ - هل يحضر الرئيس التونسي الاجتماع ؟
- ٣ - من يرجع من دمشق ؟
- ٤ - ماذا ينشر وزير التربية السوري ؟
- ٥ - من حضر الاجتماع مع الرئيس السوري ؟

A. Basic text

The News Summary

This is Damascus.

Greetings ladies and gentlemen. We bring you the summary of the news.

-The presidents of the Arab states discuss the present political situation in the Arab world during their meeting in Khartoum.

-The Tunisian president is not attending this meeting.

-The American reporters return to Washington after their visit to Damascus.

-The Minister of Education announces the names of the new professors at the Syrian University.

-Some women professors at the university attend a meeting with the Syrian president.

This has been the summary. Now you will hear the details of the news.

B. Vocabulary

ب - المفردات

الرَّابِعَ عَشَرَ	the fourteenth
أَيُّهَا	(fem. أَيَّتُهَا) (vocative particle: see C.3)
السَّلَامُ عَلَيْكُمْ	Greetings!
نَقَلَ	to transmit; to transfer, transport, move
نَنْقُلُ	we transmit
دَوْلَةٌ - دُولٌ	state, country, power
بَحَثَ	to discuss
يُبَحِّثُونَ	they discuss
وَضَعٌ - أَوْضَاعٌ	situation, condition
سِيَاسِيٌّ - وَن	political; politician
حَاضِرٌ - وَن	present; current (time)
عَالَمٌ - عَوَالِمٌ	world

اجتماع - ات	meeting (noun)
حضر -	to attend, be present at
يرجعون	(m.p.) they return
وزير - وزراء	(cabinet) minister
نشر -	to publish; to announce
يحضرون	they (f.p.) attend
سمع - (ب)	to hear (about, of)
تسمعون	you (m.p.) hear

Additional vocabulary

سياسة	politics; policy
قابل	to meet (with)

C. Grammar and drills

ج - القواعد والتمارين

1. Imperfect indicative: Plural
2. Negative of imperfect indicative: لا
3. Vocative particle ايها

1. Imperfect indicative: Plural

The chart in 13.C.2 showed the imperfect singular forms of five verbs.

The following chart shows the imperfect plural forms of the same verbs:

	3 MP	3 FP	2 MP	2 FP	1 P
Stem	هم	هنّ	أنتم	أنتنّ	نحن
درس - 'study'	يدرسون	يدرسنّ	تدرسون	تدرسنّ	ندرس
كتب - 'write'	يكتبون	يكتبنّ	تكتبون	تكتبنّ	نكتب
رجع - 'return'	يرجعون	يرجعنّ	ترجعون	ترجعنّ	نرجع

نَذْهَبُ 'go'	يَذْهَبُونَ	يَذْهَبْنَ	تَذْهَبُونَ	تَذْهَبْنَ	نَذْهَبُ
نَعْمَلُ 'work'	يَعْمَلُونَ	يَعْمَلْنَ	تَعْمَلُونَ	تَعْمَلْنَ	نَعْمَلُ
Subject-marker	يَا...-uu	يَا...-na	تَا...-uu	تَا...-na	نا
Mood-marker	نا	(None)	نا	(None)	u

As the chart shows, all the plural forms except 1 p. have subject-markers consisting of both prefix and suffix. Where the subject-marker suffix ends in a long vowel (as in the 3 m.p. and 2 m.p. forms), the mood-marker is نا. The mood-marker for the 1 p. form is u, and the two feminine plural forms have no mood-marker.

Given below for reference is a chart showing all the singular and plural forms, imperfect indicative and jussive, for the verb دَرَسَ 'to study':

	Indicative	Jussive		Indicative	Jussive
3 MS	يَدْرُسُ	يَدْرُسْ	3 MP	يَدْرُسُونَ	يَدْرُسُوا
3 FS	تَدْرُسُ	تَدْرُسْ	3 FP	يَدْرُسْنَ	يَدْرُسْنَ
2 MS	تَدْرُسُ	تَدْرُسْ	2 MP	تَدْرُسُونَ	تَدْرُسُوا
2 FS	تَدْرُسِينَ	تَدْرُسِي	2 FP	تَدْرُسْنَ	تَدْرُسْنَ
1 S	أَدْرُسُ	أَدْرُسْ	1 P	نَدْرُسُ	نَدْرُسْ

Note the correspondences between the endings of the indicative and the jussive:

- (1) In the 3 f.p. and 2 f.p., which never have mood-markers, the indicative and the jussive are identical.
- (2) In the other forms, the indicative differs from the jussive only in having a mood-marker at the end, where the jussive has none.
- (3) If the jussive form ends in a consonant, the corresponding indicative form ends in the mood-marker u (jussive يَدْرُسْ , indicative يَدْرُسُ).

(4) If the jussive form ends in a long vowel, the indicative ends in the mood-marker -na (جَزْوَا , indicative جَزُونُ).

(5) Or, to reverse the process, we can say: To change an indicative form to the jussive, cut off the mood-marker, if any. Thus جَزُونُ becomes جَزْوَا , but جَزُونُ (which does not contain a mood-marker) remains جَزُونُ .
Now do Drills 1, 2, 3 and 4.

Drill 1. Written. Recognition.

Give the independent form of the pronoun subject of the following verbs and specify the mood (indicative or jussive) for each.

يحملن	ننقل
يتركون	يسمعوا
تسألوا	تنشرون
يقرأن	تبحثون
تكتبون	نسكن

Drill 2. (On tape) Conjugation.

Drill 3. (On tape) Conjugation: Question/answer.

Drill 4. (Also on tape) Transformation. Singular → Plural

Make the subject of the verb plural and make any other necessary changes. Ex.

'The president asks his ministers about the political situation.' الرئيس يسأل وزراءه عن الوضع السياسي.

'The presidents ask their ministers about the political situation.' الرؤساء يسألون وزراءهم عن الوضع السياسي.

١ - المراسل يكتب لجريدة "المساء".

٢ - أسأل عن أخبار الأصدقاء.

٣ - تسكن في بناء قريب (أنت)

٤ - الطالبة تدرس في جامعة بغداد.

- ٥ - الرجل الاجنبي يسمع الاخبار .
- ٦ - تذكرين موعد الطائرة .
- ٧ - أبحث الوضع السياسي مع الوزير .
- ٨ - المرأة تعمل في الحكومة .
- ٩ - تكتب رسالة لزوجتك العزيزة .
- ١٠ - تحصلين على شهادة جامعية في السنة القادمة .
- ١١ - صديقي يبدأ دراسته في مصر .

2. Negative of imperfect indicative: لا

Verb forms in the imperfect indicative are made negative by the negative particle لا 'not' preceding the verb.

لا تَعْمَلُ أُخْتِي فِي هَذَا الْمَكْتَبِ .	'My sister doesn't work in this office.'
أَلَا تَكْتُبُ رَسَائِلَ إِلَى أَصْدِقَائِكَ ؟	'Don't you write letters to your friends?'
فَرِيدٌ لَا يَبْتَغِي عَنْ عَمَلٍ .	'Farid's not looking for work.'
كَرِيمَةٌ لَا تَدْرُسُ التَّارِيخَ .	'Karima is not studying history.'

Note (second example above) that the interrogative used before لا (as is usual before any negative) is أَلَا .

Now do Drills 5 and 6.

Drill 5. (Also on tape) Negation. Ex.

'Are you writing a letter to your friend now?' → أَتَكْتُبِينَ رَسَالََةً لَصَدِيقِكَ الْآنَ ؟ ←

'Aren't you writing a letter to your friend now?' → أَلَا تَكْتُبِينَ رَسَالََةً لَصَدِيقِكَ الْآنَ ؟ ←

- ١ - تسكن في مدينة قريبة من بغداد .
- ٢ - أقرأ جريدة " المساء " البيروتية ؟
- ٣ - ترجعون الى بلدكم بعد اجتماع اليوم .
- ٤ - أذهب لزيارة عائلتي كل سنة .

- ٥ - أيجضرون اجئماعا سياسياً فى القاهرة الؤوم ؟
- ٦ - نهدأ الؤوم دراسة الوضع الساسى فى العالم العربى .
- ٧ - أيجمل فى مطار بىروت ؟
- ٨ - أيجئن كئبا عن المرأة العربية ؟

Drill 6. (Also on tape) Question-answer.

Answer the following questions in the negative. Ex.

هل ينشر الكاتب كئبه فى لبنان ؟ — 'Does the author publish his books in Lebanon?' —

لا ، لا ينشر كئبه فى لبنان . 'No, he does not publish his books in Lebanon.'

- ١ - هل يجئ الوزراء الوضع الساسى ؟
- ٢ - هل تجضر المراسلات هذا الاجئماع ؟
- ٣ - هل تجرسون التاريخ الاسلامى ؟
- ٤ - هل تجمل سجاد فى الحكومة المصرية ؟
- ٥ - هل يجرك رئيس الشركة عائلته فى لندن ؟
- ٦ - هل تجذب الى الشرق الاوسط هذه السنة ؟
- ٧ - هل يجرب الاساتذة قهوة فى مكتب المجر ؟
- ٨ - هل تجأكل الطالبات فى المطعم ؟
- ٩ - هل تجئن رسالة الى اخئك الآن ؟

3. Vocative particle أَيْهَا

In addition to يا there is another vocative particle أَيْهَا (f. أَيْتُهَا). While يا is usually followed by a proper name, a title, or an idāfa, أَيْهَا is followed by a common noun with the definite article and in the nominative case. It is often used at the beginning of speeches and by radio and television announcers, and is often best left untranslated.

أَيُّهَا السَّيِّدَاتُ وَالسَّادَةُ !	'Ladies and gentlemen!'
أَيُّهَا الطُّلَابُ !	'Students!'

D. Comprehension passage

د - نصوص لفهم

Read the following passage; then do Drill 7, which is based on it.

April

أنا بوليس في ٩ نيسان ١٩٧٤

والدي العزيز :

one of our
professors

ذهبت أمس مع استاذ من أساتذتنا وبعض الطلاب لزيارة مدينة

morning

واشنطن . ذهبنا الى الكونغرس وحضرنا اجتماع الصباح ، واستمعنا

he said

للسناتور ريتشارد سميث . قال السناتور : "أيها الاصدقاء : الوضع

bad

السياسي في العالم سيء" .

ذهبنا بعد ذلك الى مكتب جريدة " الواشنطن بوست " وهي جريدة

مشهورة في امريكا . تنشر "الواشنطن بوست" بعض أخبار الشرق الاوسط .

قابلنا رئيس المكتب وتحدثنا اليه . قال : " بعض الدول العربية لا تسمح

للمراسلين الامريكيين بالاقامة فيها " .

ذهبنا كذلك الى المتحف الوطني وشاهدنا بعض الآثار القديمة

هناك : أعجبنا المتحف ، وأعجبتنا آثاره .

بعد عودتي الى مدينة أنا بوليس ، نشرت في جريدة الجامعة

details

تفاصيل زيارتنا لواشنطن : تحدثت عن جمال المدينة ، وعن اجتماع

الكونغرس ، وعن جريدة "الواشنطن بوست" .

سلامي الى والدي وأختي .

ابنك المخلص

سليم

Drill 7.

Convert the above passage to a conversation between a student and his father, using the following outline as a guide:

- ١ - زيارة الكونغرس
- ٢ - زيارة مكتب "الواشنطن بوست"
- ٣ - زيارة المتحف الوطني في واشنطن
- ٤ - العودة الى أناهوليس
- ٥ - جريدة الجامعة

E. General drills

التمارين العامة

Drill 8. (Also on tape) Transformation. Perfect → Imperfect → Jussive

Ex.

'The president discussed this situation with the new ministers.'
بحث الرئيس هذا الوضع مع الوزراء
الجدد . ←

'The president discusses this situation with the new ministers.'
يبحث الرئيس هذا الوضع مع
الوزراء الجدد . ←

'The president did not discuss this situation with the new ministers.'
لم يبحث الرئيس هذا الوضع مع
الوزراء الجدد .

- ١ - نشرت الجريدة أخبار المصانع والشركات .
- ٢ - الطلاب بحثوا الاخبار الجامعية .
- ٣ - المراسلات نقلن اخبار الحكومة العراقية .
- ٤ - سمع وقتنا بدراسة كل الدروس .
- ٥ - حضرتم اجتماع الوزراء الاجانب .

Drill 9. Written. Negation.

N Negate the following sentences, using لا , لم , or a form of ليس , as appropriate.

- ١ - أذلك الكاتب مشهور جدًا ؟

- ٢ - أكتب رسالة الى أختي .
- ٣ - عمل سامي في مصنع كبير .
- ٤ - هم مراسلو جريدة " المساء " .
- ٥ - أسمح الوقت بحضور الاجتماع الأول ؟
- ٦ - الرؤساء يبحثون الوضع السياسي الحاضر .
- ٧ - أموعد طائرتك قريب ؟
- ٨ - كان لوح الصفّ قديماً جداً .
- ٩ - نسكن الآن في مدينة واشنطن .
- ١٠ - رجع حسين الى بلده بعد الحصول على شهادة .
- ١١ - السينما موجودة في شارع بعيد من هنا .

Drill 10. (On tape) Written. Dictation-translation.

امتحان اللغة العربية

- ١ - وليم : هل أنت مستعدّة لامتحان اللغة العربية ؟
- ٢ - روث : أنا مستعدّة لامتحان في الدرس الاول والدرس الثاني والدرس الثالث وهي الدروس السهلة في الكتاب .
- ٣ - وليم : ماذا تدرسين اليوم ؟
- ٤ - روث : أدرس الجمل الاساسية من الدرس الرابع الى الدرس السابع .
- ٥ - وليم : وقواعد هذه الدروس كلها ؟
- ٦ - روث : أنا عادة أدرس القواعد بعد دراسة الجمل الاساسية .
- ٧ - وليم : هذه فكرة جميلة . هل يشمل الامتحان محاضرة استاذنا الاخيرة ؟
- ٨ - روث : نعم . هل أنت مستعد لامتحان يا وليم ؟
- ٩ - وليم : أنا مستعد لامتحان في معظم الدروس .
- ١٠ - روث : الى اللقاء في الساعة العاشرة والربع غدا صباحا .
- ١١ - وليم : الى اللقاء .

A. Basic text

The Arabic Exam

1. William: Are you ready for the exam in Arabic?
2. Ruth : I'm prepared for the exam in the first, second, and third lessons--they're the easy lessons in the book.
3. William: What are you studying today?
4. Ruth : I'm studying the basic sentences from the fourth lesson through the seventh.
5. William: And all the grammar of these lessons?
6. Ruth : I usually study the grammar after studying the basic sentences.
7. William: That's a good idea. Will the exam include our professor's last lecture?
8. Ruth : Yes. Are you ready for the exam, William?
9. William: I'm prepared for the exam on most of the lessons.
10. Ruth : So long--until a quarter past ten tomorrow morning.
11. William: So long.

B. Vocabulary

ب - المفردات

الْخَامِسَ عَشَرَ	the fifteenth
إِمْتِحَانٌ - اْت	examination
وَلِيَم	William
رُوث	Ruth
مُسْتَعِدٌّ - وَن (لِ)	ready, prepared (for)
الْأَوَّلُ	the first
الْثَّانِي	the second
الْثَّالِثُ	the third
سَهْلٌ	easy
الرَّابِعُ	the fourth

السَّابِعُ	the seventh
قَاعِدَةٌ - قَوَاعِدُ	rule (here: rule of grammar); (p.) grammar
عَادَةً	usually
فِكْرَةٌ - فِكْرٌ	idea, thought; concept
فِكْرِيّ	(nisba of فِكْرَةٌ) mental, intellectual, speculative
جَمِيلٌ - وَن	beautiful, handsome
شَمَلَ ، مُ ، شَمِلَ -	to include
أَخِيرٌ	last, latest; final, recent; latter
مُعْظَمٌ	most; (in idāfa) most of
سَاعَةٌ - ات	hour; watch
الْعَاشِرُ	the tenth
رُبْعٌ - أَرْبَاعٌ	quarter
غَدًا صَبَاحًا	tomorrow morning

Additional vocabulary

الْخَامِسُ	the fifth	دَقِيقَةٌ - دَقَائِقُ	a minute
الْسَّادِسُ	the sixth	خَمْسُ دَقَائِقُ	five minutes
الْثَّامِنُ	the eighth	نِصْفٌ - أَنْصَافٌ	half
الْتَّاسِعُ	the ninth	ثُلُثٌ - أَثْلَاثٌ	one-third
ظَهْرٌ	noon	إِلَّا	but, except, less

C. Grammar and drills

ج - القواعد والتمارين

1. Ordinal numerals
2. Agreement: Non-human plurals
3. Noun with كُلٌّ and pronoun suffix
4. Telling time

1. Ordinal numerals

The ordinal numeral in Arabic is an adjective, and obeys the same rules of agreement as other adjectives. The ordinals will be presented here in order, according to their word patterns and patterns of combination.

a. "First". The form of this Arabic ordinal differs from all the rest: الأول is masculine singular and الأولى is feminine singular, e.g., الدَّرْسُ الأولُ 'the first lesson', السَّاعَةُ الأولى 'the first hour'.

b. "Second" through "tenth". These ordinals are illustrated below:

<u>Masculine</u>		<u>Feminine</u>	
<u>الدَّرْسُ الثَّانِي</u>	'the second lesson'	<u>السَّاعَةُ الثَّانِيَّةُ</u>	'the second hour'
<u>الثَّالِثُ</u>	" 'the third lesson'	<u>الثَّالِثَةُ</u>	" 'the third hour'
<u>الرَّابِعُ</u>	" 'the fourth lesson'	<u>الرَّابِعَةُ</u>	" 'the fourth hour'
<u>الخَامِسُ</u>	" 'the fifth lesson'	<u>الخَامِسَةُ</u>	" 'the fifth hour'
<u>السادسُ</u>	" 'the sixth lesson'	<u>السادسةُ</u>	" 'the sixth hour'
<u>السَّابِعُ</u>	" 'the seventh lesson'	<u>السَّابِعَةُ</u>	" 'the seventh hour'
<u>الثَّامِنُ</u>	" 'the eighth lesson'	<u>الثَّامِنَةُ</u>	" 'the eighth hour'
<u>التَّاسِعُ</u>	" 'the ninth lesson'	<u>التَّاسِعَةُ</u>	" 'the ninth hour'
<u>العَاشِرُ</u>	" 'the tenth lesson'	<u>العَاشِرَةُ</u>	" 'the tenth hour'

The basic word pattern for this group of ordinals is FaaMiL, or perhaps al-FaaMiL, since the ordinals usually occur with definite nouns. The masculine singular ordinal الثَّانِي 'the second' differs in its inflection from the others in that الثَّانِي is the form for both the nominative and genitive cases while the accusative is regular: الثَّانِي ; the f.s. الثَّانِيَّةُ is regular in all three cases.

Now do Drill 1.

c. "Eleventh" through "nineteenth". These contain two elements, an ordinal plus عَشْرَة (f. عَشْرَة). Note the special form الحَادِي in "eleventh",

which is used instead of **واحد** in combinations of numbers:

<u>الدرس</u> <u>Masculine</u>	<u>الساعة</u> <u>Feminine</u>
'the eleventh lesson' الحادي عشر	'the eleventh hour' الساعة الحادية عشرة
'the twelfth lesson' الثاني	'the twelfth hour' الثانية
'the thirteenth lesson' الثالث	'the thirteenth hour' الثالثة
'the fourteenth lesson' الرابع	'the fourteenth hour' الرابعة
'the fifteenth lesson' الخامس	'the fifteenth hour' الخامسة
'the sixteenth lesson' السادس	'the sixteenth hour' السادسة
'the seventeenth lesson' السابع	'the seventeenth hour' السابعة
'the eighteenth lesson' الثامن	'the eighteenth hour' الثامنة
'the nineteenth lesson' التاسع	'the nineteenth hour' التاسعة

These ordinals, "eleventh" through "nineteenth", are invariable in case:

they are always in the accusative regardless of the case of the nouns they modify.

Now do Drill 2.

Drill 1. Chain drill.

'The first lesson is easy.'

الدرس الأول سهل. والثاني ؟

'And the second?'

'The second lesson is easy.'

الدرس الثاني سهل . والثالث ؟

'And the third?'

Repeat with:

الجملة ، النص

Drill 2. Chain drill.

النص الحادي عشر قصير . هل النص الثاني عشر قصير كذلك ؟

نعم النص الثاني عشر قصير . هل النص الثالث عشر قصير كذلك ؟

Repeat with:

الجملة

2. Agreement: Non-human plurals

Brief mention was made in 12.C.5 of the special rules of agreement applying to nouns which do not refer to human beings. Now we present these rules in more detail.

Certain classes of words in Arabic--adjectives, demonstratives, pronouns (and pronoun suffixes), verbs, and others--have both masculine and feminine singular forms, and masculine and feminine plural forms; in other words, they show distinctions of gender and number. Which of these forms is used in a given context depends on the particular noun to which the form refers or, in the case of a verb, which it has as its subject. It is the noun, then, which determines the form of the adjective, the pronoun, and so on; these words are said to agree with the noun. If the noun is singular, agreement is a simple matter: a masculine singular noun requires the masculine singular form of the agreeing words; a feminine singular noun, the feminine singular form (in all the following examples the words which must agree with their nouns--the agreeing words--are underlined):

الدَّرْسُ السَّهْلُ	(m.s.)	'the easy lesson'
الْجُمْلَةُ السَّهْلَةُ	(f.s.)	'the easy sentence'
الدَّرْسُ سَهْلٌ.	(m.s.)	'The lesson is easy.'
هُوَ سَهْلٌ.	(m.s.)	'It is easy.'
الْجُمْلَةُ سَهْلَةٌ.	(f.s.)	'The sentence is easy.'
هِيَ سَهْلَةٌ.	(f.s.)	'It is easy.'
رَجَعَ الْمُرَاسِلُ.	(m.s.)	'The reporter (m.) has returned.'
رَجَعَتِ الْمُرَاسِلَةُ.	(f.s.)	'The reporter (f.) has returned.'

If the noun is plural, however, a feature of meaning must be considered: Does its singular refer to one human being or not? If it does, then again a masculine

plural noun requires a masculine plural form of the agreeing words; a feminine plural noun, the feminine plural form:

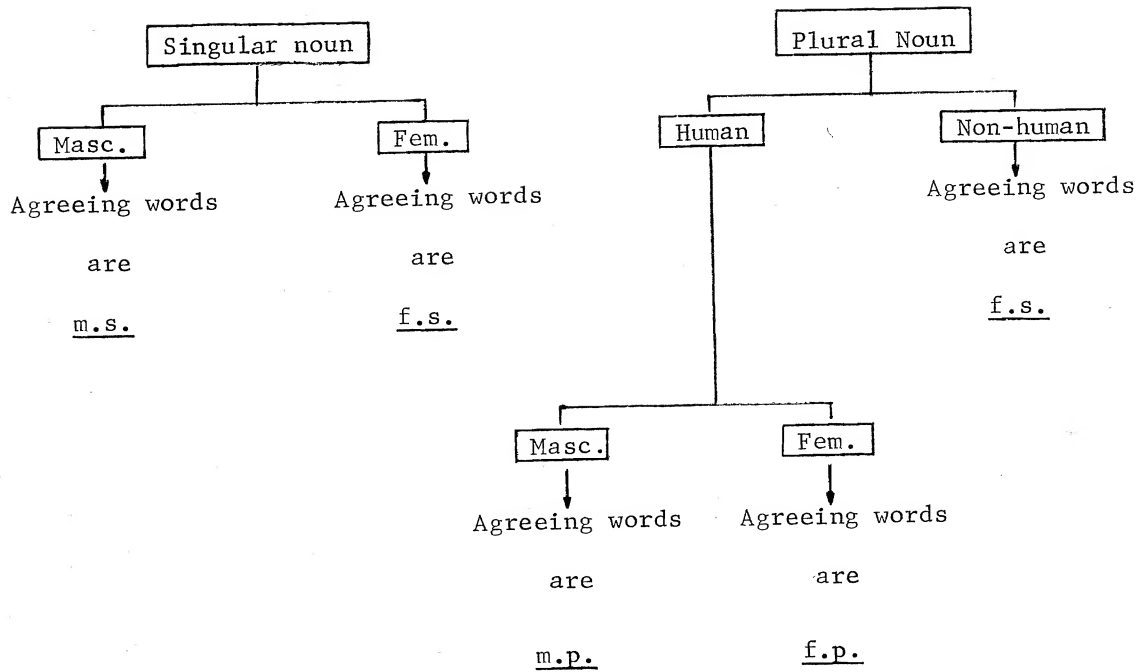
الْأُسَاتِذَةُ الْمَشْهُورُونَ	(m.p.) 'the famous professors'
النِّسَاءُ اللَّبْنَانِيَّاتُ	(f.p.) 'the Lebanese women'
اِسْتَقْبَلَهُمُ الرَّئِيسُ.	(m.p.) 'The president received them.' (the professors)
اِسْتَقْبَلَهُنَّ الرَّئِيسُ.	(f.p.) 'The president received them.' (the women)
الْأُسَاتِذَةُ يَرْجِعُونَ غَدًا صَاحًا.	(m.p.) 'The professors are returning tomorrow morning.'
النِّسَاءُ يَرْجِعْنَ غَدًا صَاحًا.	(f.p.) 'The women are returning tomorrow morning.'

But if the singular noun refers to anything other than a single human being--an animal, group of people, inanimate object, abstraction, etc.--then any agreeing word is feminine singular, regardless of the gender of the noun in the sing.:

الْكِتَابُ الْجَدِيدَةُ	'the new books'
هَذِهِ الدُّرُوسُ سَهْلَةٌ.	'These lessons are easy.'
الْمَدُنُ الْكَبِيرَةُ وَشَوَارِعُهَا	'the big cities and their streets'
لَيْسَتْ عَائِلَاتُهُمْ كَبِيرَةً.	'Their families are not big.'
الْإِمْتِحَانُ يَشْمَلُ الْجُمْلَ الْإِسَاسِيَّةَ.	'The exam includes the basic sentences.'
كَانَتِ الْأَقْلَامُ عَلَى الطَّاوِلَةِ.	'The pencils were on the table.'

(Remember also the special rule applying to verbs: if the verb precedes the subject the verb is always singular. It agrees with its subject in gender, however, according to the rules above.)

Shown below is a diagram summarizing the rules of agreement.



Whenever we say, then, that a certain form "agrees" with a noun in gender and number, the term should be understood to mean "agrees according to the rules" outlined above.

Now do Drills 3, 4, 5 and 6.

Drill 3. Written. Recognition.

Give the independent pronoun agreeing with each of the words below. Ex.

الطالبات - هنّ

الآثار - هي

الأول

الامتحان

الاساتذة

الوضع

القواعد

الدروس

المصانع

المديرون

الزوجات

الرؤساء

المراسلات

المراسلون

الورقات

الحكومة

الساعات

Drill 4. (On tape) Substitution/transformation.

Drill 5. Chain drill. Transformation: Singular → plural with كل .

'The lesson is easy.' →

أ - الدرس سهل . ←

'Is the lesson easy?' →

ط ١ - هل الدرس سهل ؟ ←

'All the lessons are easy.'

ط ٢ - كل الدروس سهلة .

٥ - الرسالة بالعربية .

١ - الطائرة جديدة .

٦ - المدرسة ثانوية .

٢ - الجملة قصيرة .

٧ - الرجل ذهب الى الاجتماع .

٣ - اللغة سهلة .

٨ - الاوتوبيس جديد .

٤ - صديقه مخلص .

Drill 6. (Also on tape) Transformation: Singular → plural.

Change the underlined word(s) in each of the sentences below to the plural, making all necessary changes in the rest of the sentence. Ex.

'Is this exam easy?' →

أ هذا الامتحان سهل ؟ ←

'Are these exams easy?'

أ هذه الامتحانات سهلة ؟

١ - اعجبني هذا الفيلم .

٢ - تسكن عائلتهم في مدينة لبنانية .

٣ - المدير ليس اجنبيا .

٤ - تابعت صديقتي دراستها في مدرسة خاصة .

٥ - مدير الشركة تحدث الى موظفه الجديد .

٦ - يعمل صديقنا في متحف وطني .

٧ - الزائر الاجنبي سافر با اوتوبيس .

3. Noun with كُلُّ and pronoun suffix

There have previously been illustrations of an idāfa construction consisting of كُلُّ plus a definite noun meaning 'the whole...' or 'all (of)...' (9.C.1),

such as:

كُلُّ الدَّرْسِ 'the whole lesson, all of the lesson'
كُلُّ الْمُوظَّفِينَ 'all the employees'

There is another less usual construction, with the same meaning, in which the (definite) noun comes first, followed by كُلُّ with an attached pronoun suffix referring to the noun and agreeing with it in gender and number. This construction is not an idāfa: here كُلُّ is in apposition to the preceding noun, and is in the same case. Here are examples of both constructions:

قَرَأْنَا كُلَّ الدَّرْسِ .	} 'We read the whole lesson.'
قَرَأْنَا الدَّرْسَ كُلَّهُ .	
يَسْكُنُ كُلُّ الطُّلَابِ فِي بِنَاءٍ وَاحِدٍ .	} 'All the students live in one building.'
يَسْكُنُ الطُّلَابُ كُلُّهُمْ فِي بِنَاءٍ وَاحِدٍ .	
لَمْ نَسْتَمِعْ لِكُلِّ الْأَخْبَارِ .	} 'We didn't listen to all the news.'
لَمْ نَسْتَمِعْ لِلْأَخْبَارِ كُلِّهَا .	
كَتَبَ إِلَى كُلِّ أَصْدِقَائِهِ .	} 'He wrote to all his friends.'
كَتَبَ إِلَى أَصْدِقَائِهِ كُلِّهِمْ .	

If the noun is in an idāfa, كُلُّ in the second kind of construction must follow the entire idāfa, as in the second sentence below:

تَعَلَّمْنَا كُلَّ جُمَلِ الدَّرْسِ . } 'We learned all the sentences of the
تَعَلَّمْنَا جُمَلِ الدَّرْسِ كُلِّهَا . } lesson.'

Now do Drill 7.

Drill 7. (Also on tape) كُلُّ + pronoun. Ex.

'We studied the whole lesson.'

درسنا كل الدرس . ←

درسنا الدرس كله .

- ١ - يشمل الامتحان كل دروس الكتاب .
- ٢ - تحدث المدير الى كل موظفيه .
- ٣ - هل سافر الطلاب الى كل الدول العربية ؟
- ٤ - ذهبن لزيارة كل آثار لبنان .
- ٥ - قابل الرئيس كل الوزراء الجدد .
- ٦ - تسكن كل عائلتي في هذه المدينة .
- ٧ - كان كل المراسلين اجانب .
- ٨ - استمعنا الى كل المحاضرة .
- ٩ - نشرت الشركة كل الكتب .
- ١٠ - أعجبتني كل هذه الجمل .
- ١١ - ننقل اليكم كل الاخبار .

4. Telling time

The formulas used in referring to the time of day are illustrated below.
Note that ordinal numbers are used in all cases except 'one o'clock,' which has the feminine form of the cardinal.

$\left. \begin{array}{l} \text{كَمْ السَّاعَةُ؟} \\ \text{مَا السَّاعَةُ؟} \end{array} \right\}$	'What time is it?'
السَّاعَةُ الْوَاحِدَةُ .	'It's one o'clock.'
السَّاعَةُ الثَّانِيَةُ .	'It's two o'clock.'
السَّاعَةُ الثَّالِثَةُ .	'It's three o'clock.'
السَّاعَةُ الرَّابِعَةُ وَالْدَّقِيقَةُ الْخَامِسَةُ .	$\left\{ \begin{array}{l} \text{'It's 4:05.'} \\ \text{'It's five past four.'} \end{array} \right.$
السَّاعَةُ الْخَامِسَةُ وَالْدَّقِيقَةُ الْعَاشِرَةُ .	$\left\{ \begin{array}{l} \text{'It's 5:10.'} \\ \text{'It's ten past five.'} \end{array} \right.$
السَّاعَةُ السَّادِسَةُ وَالرُّبْعُ .	$\left\{ \begin{array}{l} \text{'It's 6:15.'} \\ \text{'It's quarter past six.'} \end{array} \right.$

السَّاعَةُ السَّابِعَةُ وَالثَّلَاثُ.	{ 'It's 7:20.' (lit., 'a third')
	{ 'It's twenty past seven.'
السَّاعَةُ الثَّامِنَةُ وَالنِّصْفُ إِخْمَسَ دَقَائِقَ.	'It's 8:25.'
السَّاعَةُ التَّاسِعَةُ وَالنِّصْفُ.	'It's 9:30.'
السَّاعَةُ الْعَاشِرَةُ وَالنِّصْفُ وَخَمْسُ دَقَائِقَ.	'It's 10:35.'
	{ 'It's 10:40.'
السَّاعَةُ الْحَادِيَةَ عَشْرَةَ إِلَّا ثَلَاثًا.	{ 'It's twenty (lit., 'a third') to eleven.'
	{ 'It's 11:45.'
السَّاعَةُ الثَّانِيَةَ عَشْرَةَ إِلَّا رُبْعًا.	{ 'It's quarter to twelve.'
فِي أَيِّ سَاعَةٍ؟ ، مَتَى؟	'At what time?'
فِي السَّاعَةِ الرَّابِعَةِ.	'At four o'clock.'
فِي السَّاعَةِ الْخَامِسَةِ وَالنِّصْفِ.	'At 5:30.'
فِي السَّاعَةِ الْحَادِيَةَ عَشْرَةَ.	'At eleven o'clock.'

In the first two sentences above, both meaning "What time is it?",
السَّاعَةُ is the subject of the sentence and therefore in the nominative
case. كَمْ and مَا function as predicates.

Now do Drills 8 and 9.

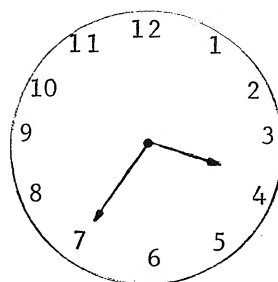
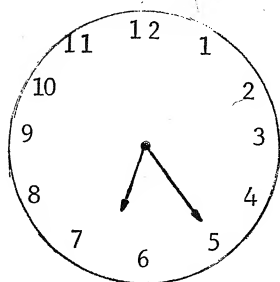
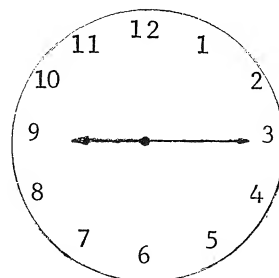
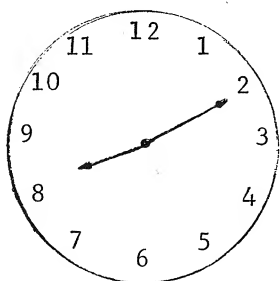
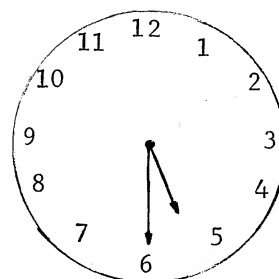
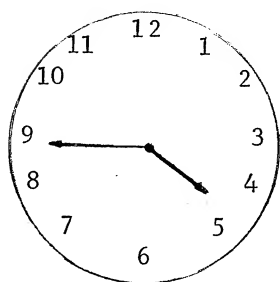
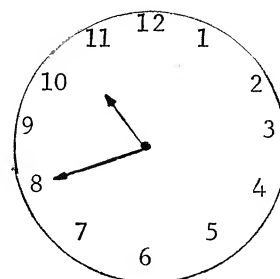
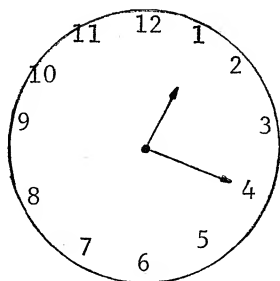
Drill 8. Telling time.

الاستاذ: كم الساعة الآن؟

a.	10:00	10:30
	10:05	10:40
	10:10	10:45
	10:15	11:00
	10:20	6:30
b.	8:15	12:20
	3:05	2:45
	7:40	1:00
	11:10	6:05

Drill 9. Written. Telling time.

Write the correct time for each of the clock-faces below.



D. Comprehension passage

Read the following passage; then do Drill 10.

شاهدت هذه السنة عددا من الافلام . بعض هذه الافلام عربية وبعضها امريكية .

كان الفيلم الاول فلما امريكا عن استاذ جامعي . سافر هذا الرجل من بلده الى مصر لزيارة الآثار القديمة ودراسة شيء عن تاريخها . وكان الفيلم الثاني فلما مصريا بعنوان " المرأة المصرية في الجامعة " . تحدث هذا الفيلم عن وضع المرأة في المدن المصرية .

الفيلم الثالث تحدث عن عائلة امريكية . انتقلت هذه العائلة من مدينة الى مدينة في امريكا وبحثت عن عمل .

الفيلم الرابع فلم لبناني عن رجل من بيروت . اسم هذا الرجل سامي . ترك لبنان وسافر الى البرازيل للعمل في مصنع كبير هناك . وفي البرازيل قابل السيد سامي السيدة ووداد وهي امرأة عراقية من بغداد . اصدر سامي ووداد جريدة عربية هناك .

اعجبتني هذه الافلام كلها خاصة الفيلم اللبناني . شاهدت هذا especially
الفيلم امس في الساعة التاسعة .

Drill 10. Written.

أسئلة

- ١ - عمّ كان الفيلم الاول ؟
- ٢ - ما عنوان الفيلم الثاني ؟
- ٣ - وما عنوان الفيلم الثالث ؟ - هو فلم أمريكي معروف لستاينيك .
- ٤ - عمّ تحدث الفيلم الرابع ؟
- ٥ - متى شاهد الكاتب الفيلم اللبناني ؟

هـ - التمارين العامة

E. General drills

Drill 11. (Also on tape) Transformation: Perfect → imperfect.

'He studied Islamic history.' → درس التاريخ الاسلامي .
'He is studying Islamic history.' يدرس التاريخ الاسلامي .

- ١ - الرؤساء بحثوا الوضع السياسي الحاضر .
- ٢ - ذهبنا الى الجامعة في الساعة العاشرة .
- ٣ - ماذا قرأتم هذه السنة ؟
- ٤ - عملت الهنات في مصنع كبير .
- ٥ - ذكرت زيارتها القادمة في رسالتها .
- ٦ - حصل هذه السنة على الهكالوريوس .
- ٧ - هل سكنتم في عمان ؟
- ٨ - بدأ العمل في الساعة الثامنة .
- ٩ - شربت القهوة العربية في هذا المطعم مع بعض الاصدقاء .
- ١٠ - بحث حسين عن عمل في المدينة .
- ١١ - هل سمعتم الاخبار العالمية ؟

Drill 12. Written. Matching: Question-formation.

Form a question by combining one of the words in column (a) with the appropriate expression in column (b).

(b)	(a)
فعلتن في دمشق ؟	أين
ذهبوا الى تونس : للدراسة أم العمل ؟	من
استقبلكم في المطار : صديقكم ؟	لماذا

أ	جامعة الأزهر : في بيروت أم في القاهرة ؟
متى	قابلتم الرئيس : أمس أم اليوم ؟
أيّ	هذه الكلمة اجنبية ؟
كم	استاذ أكل معكم فى المطعم : الاستاذ حسين ؟
هل	الجريدة مصريّة أم لبنانية ؟
ماذا	مراسلا لهذه الجريدة ؟

Drill 13. Translation.

1. Aren't you (m. pl.) prepared for the exam in the eighth lesson, the ninth lesson, and the tenth lesson?
2. No. Our exam doesn't include these lessons.
3. The time of the professor's lecture is (at) quarter past eleven tomorrow morning.

أ - النصّ الاساسيّ

المرأة العربية الحديثة

للمرأة مكانة هامة في المجتمع العربي ، وللنساء في العالم العربي كثير من حقوق الرجال وواجباتهم ؛ لهنّ حق الدراسة في الجامعات والحصول على الشهادات العالية وحضور الاجتماعات السياسية والعمل في الوظائف الحكومية . ومنهن المدرّسات والطبيات والكاتبات والنساء اليوم يقدّمن للمجتمع العربي الخدمات الكثيرة ويعملن على تقدّمه .

A. Basic TextThe Modern Arab Woman

Women have an important position in Arab society. Women in the Arab world have many of the rights and duties of men: they have the right to study in universities, to obtain advanced degrees, to attend political meetings, and to work in government positions; among them are teachers, doctors and writers. Women today render many services to Arab society and work for its advancement.

B. Vocabulary

ب - المفردات

السادس عشر	the sixteenth
مكانة - ات	position, status, prestige
هام	important
مجتمع - ات	society
كثير من	many of
حق - حقوق	right (noun)

وَاجِبٌ - ات	duty
عَالِيَةٌ	(f.) high
حُضُورٌ	(verbal n.) attending, attendance (at)
وَضَائِفٌ - وَظِيفَةٌ	position, post, job
مِنْ	(from) among
طَبِيبٌ - أَطِيبٌ	doctor, M.D.
يُقَدِّمُونَ لَ ، إِلَى	(f.p.) they present, offer, render (a service) (to)
خِدْمَةٌ - خِدْمَاتٌ	service
عَمِلَ ، عَمَلَ عَلَى	to work for, toward (s.th.)
تَقَدُّمٌ	progress, advancement

Additional vocabulary

يُقَدِّمُونَ (m.p.) they present, offer, render

C. Grammar and notes

ج - القواعد والتمارين

1. Verbal nouns: Meaning and function
2. Verbal nouns: Form I
3. Idāfa: Expansion of first term

1. Verbal nouns: Meaning and function

A verbal noun is a noun which is (1) derived from a verb and (2) has the basic meaning "the act of doing" what the verb indicates. For example, دِرَاسَةٌ is derived from the verb دَرَسَ 'to study', and means "act of studying"; عَمَلٌ is derived from the verb عَمِلَ and means "act of working".

Verbal nouns correspond to English gerunds (nouns ending in -ing) such as 'studying', and to English infinitives such as 'to study.' Verbal nouns may also correspond to English nouns of a variety of other forms; for example all the nouns in the right-hand column below might serve as translations of an Arabic verbal noun in the appropriate context. The English nouns have various endings or are, in some cases, identical to the verb:

<u>Verb</u>	<u>Noun</u>
to arrive	arrival
to agree	agreement
to translate	translation
to rely	reliance
to work	work

Arabic verbal nouns function like other nouns: they serve as subjects or predicates of equational sentences, subjects or objects of verbs, objects of prepositions, either term of an idāfa, and so forth. Since the verbal noun is an abstraction--the naming of an action--it normally has the definite article unless it is the first term of an idāfa. The verbal noun as an abstraction has no plural. (On page 212 verbal nouns with concrete meaning are treated.) Examples:

a. As subject of equational sentence

الْعَمَلُ فِي هَذَا الْمَصْنَعِ سَهْلٌ. 'Working in this factory is easy.'

b. As subject of verb

بَدَأَ بَحْثُ الْمَوْضُوعِ أَمْسَ. 'The discussion of the subject began yesterday.'

c. As object of verb

بَدَأُوا عَوْدَتَهُمْ إِلَى الشَّرْقِ الْأَوْسَطِ. 'They began their return to the Middle East.'

d. As object of preposition

رَجَعَتْ بَعْدَ الْحُصُولِ عَلَى شَهَادَةٍ. 'She returned after obtaining a degree.'

The preposition لـ with a verbal noun takes on the meaning of "in order to, for the purpose of". The best translation is usually "in order to" or "to"

plus an infinitive. Examples:

سَافَرَ إِلَى هُنَاكَ لِلْحَصُولِ عَلَى شَهَادَةٍ .	'He went there to get a degree.'
رَجَعَتْ إِلَى بَلَدِهَا لِلْعَمَلِ هُنَاكَ .	'She returned to her country in order to work there.'

e. As second term of idāfa

لِلْمَرْأَةِ الْمِصْرِيَّةِ حَقُّ الْعَمَلِ فِي الْحُكُومَةِ .	'The Egyptian woman has the right to work in the government.'
----------------------------------------------------------------	---------------------------------------------------------------

f. As first term of idāfa

When a verbal noun is the first term of an idāfa, the second term is, as usual, always genitive in case, but serves one of two functions:

(1) The second term may be the actor--the person or thing that in reality performs the action referred to by the verbal noun. Compare the following items. (The first has a subject and a verb. In the second there is a verbal noun corresponding to the verb of the first sentence, and serving as the first term of an idāfa. The second term of that idāfa corresponds to the subject of the first sentence, and is the actor.)

وَصَلَ الرَّئِيسُ صَبَاحَ الْيَوْمِ .	'The president arrived this morning.'
سَأَلُونِي عَنْ وُصُولِ الرَّئِيسِ .	'They asked me about the arrival of the president.'

In the first sentence, الرَّئِيسُ is the subject of a verb (therefore nominative case) and actor. In the second, الرَّئِيسُ is the second term of an idāfa (therefore genitive case) and actor. In both sentences it was the president who did the arriving. If the verbal noun is from an intransitive verb (one that does not take an object), as above, the second term must be the actor.

(2) If the verbal noun is from a transitive verb, the second term may be either the actor or the goal--that is, the recipient, the person or thing

that undergoes the action. We will illustrate the goal function first:

حَضَرَتِ الْإِجْتِمَاعَ.	'She attended the meeting.'
رَجَعَتْ إِلَى مَكْتَبِهَا بَعْدَ حُضُورِ الْإِجْتِمَاعِ.	'She returned to her office after attending the meeting.'

In the first sentence, الْإِجْتِمَاعَ is the object of a verb (therefore accusative case) and goal. In the second, الْإِجْتِمَاعِ is the second term of an idāfa (therefore genitive case) and goal. In both sentences the thing that someone attended was the meeting.

The second term may also be the actor:

دَرَسَ الْأُسْتَاذُ سَامِي هُنَاكَ.	'Professor Sami taught there.'
أَعْجَبَنِي تَدْرِيسُ الْأُسْتَاذِ سَامِي.	'I liked Professor Sami's teaching.'

It is also possible to express both the actor and the goal of a verbal noun:

دَرَسَ الْأُسْتَاذُ الْتَارِيخَ.	'The professor taught history.'
أَعْجَبَنِي تَدْرِيسُ الْأُسْتَاذِ الْتَارِيخَ.	'I liked the professor's teaching of history.'

In such cases the actor is expressed by the second term of the idāfa (genitive case), while the goal is expressed as a noun (not part of the idāfa) in the accusative case--here serving as the object of the verbal noun just as it is the object of the verb in the first sentence above.

A common variation of this last construction is one in which the goal is preceded by the preposition لِ (and is therefore in the genitive case):

أَعْجَبَنِي تَدْرِيسُ الْأُسْتَاذِ لِلتَّارِيخِ.	'I liked the professor's teaching of history.'
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All these idāfa constructions of verbal noun plus second term are paralleled by constructions consisting of verbal noun plus attached pronoun suffix, the latter serving as actor or goal.

Actor

سَأَلُونِي عَنْ وُصُولِهِ .

'They asked me about his arrival.'

أَعْجَبَنِي تَدْرِيسُهُ .

'I liked his teaching.'

أَعْجَبَنِي تَدْرِيسُهُ التَّارِيخَ .

'I liked his teaching of history.'

Goal

رَجَعَتْ بَعْدَ حُضُورِهِ .

'She returned after attending it.'
(e.g., the meeting).

أَعْجَبَنِي تَدْرِيسُهُ لَهُ .

'I liked his teaching of it.'
(e.g., history).

Following are additional examples of all these constructions.

هَلْ قَرَأْتَ عَنْ عَوْدَةِ الرَّئِيسِ إِلَى
أَمْرِيكَ ؟

'Have you read about the president's
returning to America?'

دَرَسْنَا عَنْ بِنَائِهِمْ مَدُنًا جَدِيدَةً .

'We studied about their building
new cities.'

كَتَبْتُ رِسَالَةً بَعْدَ زِيَارَتِي
الْمُتَحَفِ .

'I wrote a letter after my visiting
the museum.'

If the verbal noun is followed only by a noun serving as goal it may be translated in either an active or a passive construction, e.g.

لَمْ يَسْمَحُوا بِبِنَاءِ مَتَحَفٍ جَدِيدٍ .

'They did not allow the construction
of a new museum.' or 'They did not
allow a new museum to be built.'

In addition to their abstract meaning "act of doing something", many verbal nouns have developed concrete meanings. Thus بِنَاءٌ means not only 'building' (something) but also 'a building'. In their concrete meanings verbal nouns are like any noun; they can be indefinite, and they can be made plural. Other examples of verbal nouns which have become concretized (with plurals):

دِرَاسَاتٌ

دِرَاسَةٌ

'study'

زِيَارَاتٌ

زِيَارَةٌ

'a visit'

أَعْمَالٌ

عَمَلٌ

'a job'

اجتماعات	اجتماع	'a meeting'
تفاصيل ، تفصيلات	تفصيل	'detail, details'
امتحانات	امتحان	'an examination'
محاضرات	محاضرة	'a lecture'

Now do Drills 1 and 2.

Drill 1. Written. Recognition.

Underline the verbal nouns in the following sentences and vocalize them:

- ١ - ليست الدراسة في الجامعة سهلة .
- ٢ - ذهبوا الى دييترويت للعمل في مصنع سيارات .
- ٣ - للمرأة العربية حق الحصول على الشهادات العالية .
- ٤ - كتب المراسل عن زيارة الرئيس لدمشق .
- ٥ - سافرت الى مصر لحضور الاجتماع .
- ٦ - بحث الوزراء بناء المصريين مصانع جديدة .
- ٧ - أعجبني عمله على تقدّم بلده .
- ٨ - بحثوا دراسة اللغات الاجنبية في المدارس الثانوية .

Drill 2. Written. Composition.

Use each of the following verbal nouns in a sentence.

الوصول - العمل - الحصول على - الزيارة

2. Verbal nouns: Form I

The verbal nouns of derived verbs are almost entirely predictable in form; these will be introduced later. Verbal nouns of Form I, on the other hand, fall into a large number of different patterns. The most common of these are illustrated in the list which follows. This list includes the Form I verbal nouns that have occurred so far, along with the corresponding verbs (unfamiliar verbs are included in parentheses for your information only). Also listed are verbal nouns for all other Form I verbs that have occurred so far.

Verbal Noun

a. Pattern FaML

تَرَكَ	'leaving'	تَرَكَ	'to leave'
بَحْثٌ	'discussion'	بَحَثَ	'to discuss'
بَحَثَ عَنْ	'looking for'	بَحَثَ عَنْ	'to look for'
نَقَلَ	'transmitting'	نَقَلَ	'to transmit'
حَمْدٌ	'praising, praise'	(حَمِدَ)	'to praise'
نَشْرٌ	'publication'	نَشَرَ	'to publish'
بَدَأَ	'beginning'	بَدَأَ	'to begin'
أَكَلَ	'eating'	أَكَلَ	'to eat'
شَمَلَ	'inclusion'	شَمَلَ	'to include'

b. Pattern FiML

فِعْلٌ	'doing, action'	فَعَلَ	'to do'
ذَكَرَ	'mentioning'	ذَكَرَ	'to mention'

c. Pattern FuML

شَرَبَ	'drinking'	شَرِبَ	'to drink'
شَكَرَ	'thanking'	(شَكَرَ)	'to thank'

d. Patterns FaMLa(t), FiMLa(t), FuMLa(t)

عَوْدَةٌ	'returning'	(عَادَ)	'to return'
خِدْمَةٌ	'serving, service'	(خَدَّمَ)	'to serve'

e. Pattern FaMaL

عَمِلَ	'work'	عَمِلَ	'to work'
سَكَنَ	'living, residence'	سَكَنَ	'to live, reside'

f. Pattern FaMaaL

ذَهَبَ	'going'	ذَهَبَ	'to go'
سَمِعَ	'hearing'	سَمِعَ	'to hear'
سَمَحَ	'permitting'	سَمَحَ	'to permit'

g. Pattern FaMaaLa(t)

سَلَامَةٌ	'safety'	(سَلِمَ)	'to be safe'
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شَهِادَة	'testifying; certificate'	شَهِدَ ('to testify')
h. <u>Pattern FiMaal</u>			
بَنَاءٌ	'building'	بَنَى ('to build')
لِقَاءٌ	'meeting'	لَقِيَ ('to meet')
i. <u>Pattern FiMaLa(t)</u>			
دِرَاسَة	'studying'	دَرَسَ	'to study'
زِيَارَة	'visiting'	زَارَ ('to visit')
كِتَابَة	'writing'	كَتَبَ	'to write'
قِرَاءَة	'reading'	قَرَأَ	'to read'
j. <u>Pattern FuMaal</u>			
سُؤَالٌ	'asking; question'	سَأَلَ	'to ask'
k. <u>Pattern FuMuul</u> (these are generally from intransitive verbs of motion)			
وُصُولٌ	'arrival'	وَصَلَ ('to arrive')
حُضُورٌ	'attending'	حَضَرَ	'to attend'
حُضُورٌ إِلَى	'coming (to)'	حَضَرَ إِلَى	'to come (to)'
رُجُوعٌ	'returning'	رَجَعَ	'to return'
حُصُولٌ عَلَى	'obtaining'	حَصَلَ عَلَى	'to obtain'
شُمُولٌ	'inclusion'	شَمَلَ	'to include'

There are other, less common, verbal noun patterns. Some verbs, like شَمَلَ above, have more than one verbal noun, in many cases associated with different meanings of the verb. It is necessary to learn the verbal noun together with its verb. You are now expected to know the verbal nouns given above; and from now on this information will be given in the vocabularies for all Form I verbs. Now do Drills 3, 4, 5 and 6.

Drill 3. (On tape) Repetition: Verbal nouns.

Drill 4. (On tape) Production: Verbal nouns.

Drill 5. (Also on tape) Substitution. Ex.

a. 'She went to New York to attend the meeting.' سافرت الى نيويورك لحضور الاجتماع.

- ١ - نشرت الكتاب .
- ٢ - عملت في مصنع .
- ٣ - سكنت هناك .
- ٤ - حصلت على شهادة .
- ٥ - درست في جامعة نيويورك .
- رجعت بعد شرب القهوة .

b. 'I returned after drinking coffee.'

- ١ - ابحث الوضع السياسي .
- ٢ - اعمل في مصنع الطائرات .
- ٣ - اذهب الى المسرح .
- ٤ - اقرأ جرائد عربية .
- ٥ - اكتب رسائل لمعظم اصدقائي .
- ٦ - احضر اجتماعات هامة .

Drill 6. Transformation.

Combine the following sentences into one, using the verbal noun. Ex.

'He studied history.'

'He returned to Egypt after that.' →

درس التاريخ . +
رجع الى مصر بعد ذلك .

'He returned to Egypt after studying history.'

رجع الى مصر بعد دراسة التاريخ .

- ١ - حضر الاجتماع . رجع الى بلده بعد ذلك .
- ٢ - كتب كتابا عن السعودية . ذهب الى الرياض قبل ذلك .
- ٣ - بحث الوزراء الوضع السياسي . سافر الوزراء بعد ذلك .
- ٤ - حصل كريم على شهادة في التاريخ . درس كريم في جامعة بغداد بعد ذلك .
- ٥ - ذهب الى المتحف الوطني . قرأ كتابا عن الآثار التاريخية قبل ذلك .

3. Idāfa: Expansion of the first term

Note the following Arabic construction taken from the Basic Text:

حُقُوقُ الرِّجَالِ وَوَأْجِبَاتُهُمْ 'the rights and duties of men'

This illustrates the way in which the first term of an idāfa (here حُقُوقُ) may be expanded: the additional item (here وَأْجِبَاتُ) follows the entire idāfa, and has attached to it a pronoun suffix referring to the second term (here الرِّجَالِ). The literal translation of this example is: 'the rights of men and their duties'.

Another way of looking at a construction of this type is to consider it as a combination of two simple idāfas.

حُقُوقُ الرِّجَالِ 'The rights of men'
وَأْجِبَاتُ الرِّجَالِ '(and) the duties of men'

When the two are combined, the second occurrence of the noun is replaced by the appropriate pronoun suffix:

حُقُوقُ الرِّجَالِ وَوَأْجِبَاتُهُمْ 'the rights and duties of men'

Further examples:

حُقُوقُ النِّسَاءِ وَوَأْجِبَاتُهُنَّ 'the rights and duties of women'
وَالِدُ سَامِي وَأُخْتُهُ 'Sami's father and sister'
مَدَارِسُ بَيْرُوتَ وَجَامِعَاتُهَا 'the schools and universities of Beirut'

Drill 7. (Also on tape) Transformation. Ex.

'Women have some of the rights of men and (some of) the duties of men.' → للنساء بعض حقوق الرجال وواجبات الرجال . ←

'Women have some of the rights and duties of men.' → للنساء بعض حقوق الرجال وواجباتهم .

١ - قابل الرئيس طلاب الجامعة + اساتذة الجامعة في الساعة العاشرة والنصف .

- ٢ - اعجبني جمال بلدكم + أثار بلدكم .
- ٣ - درست جمل الدرس + قواعد الدرس .
- ٤ - تعمل النساء في مصانع البلد + شركات البلد .
- ٥ - استقبلوا وزراء العراق + رئيس العراق .
- ٦ - طاولات الصف + كراسي الصف جديدة .

D. Comprehension passage

د - نصوص للفهم

Read the following passage; then do Drill 8.

تحدثت جريدة قاهرية مَعْرُوفَةٌ عن الاجتماع الثاني لِمُؤْتَمَرِ الاطباء well-known; conference
المصريين . قالت الجريدة : -

حضر الاجتماع عدد كبير من الأطباء المصريين ، وحضره كذلك مراسلون مصريون وأجانب . وبحث الأطباء في اجتماعهم الثاني حقوق الأطباء وواجباتهم . تحدث في الاجتماع عدد من الأطباء المشهورين في مصر منهم الدكتور علي حسن ، وهو استاذ في جامعة القاهرة . ذكر الدكتور علي زيارته لأمريكا ودراسة الوضع الأطباء فيها ، وذكر كذلك حضوره اجتماعا للأطباء في فرنسا هذه السنة .

وقالت الجريدة : " الأطباء يقدمون للمجتمع خدمات هامة ولكن لهم كذلك حقوق ، وبحث هذه الحقوق من واجبات المؤتمر " .

Drill 8. Written. Questions/answers.

أَسْئَلَةٌ

- ١ - هل الجريدة لبنانية ؟
- ٢ - عن أي اجتماع تحدثت الجريدة ؟
- ٣ - كم طبيبها حضر الاجتماع ؟
- ٤ - ماذا بحث الأطباء في اجتماعهم الثاني ؟
- ٥ - من هو الدكتور علي حسن ؟ عن أي شيء تحدث في الاجتماع ؟

E. General drills

هـ - التمارين العامة

Drill 9. Negation. Negate the following sentences.

- ١ - صديقي مستعدّ لامتحان. ٦ - الزوّار من الشرق الاوسط.
- ٢ - تعمل اخته في مكتبة الجامعة ٧ - هذه الدروس هامة جدا .
- ٣ - هذه فكرة جميلة . ٨ - حصلت على الماجستير .
- ٤ - سكنت في تلك المدينة . ٩ - يكتب رسالة الآن .
- ٥ - كانوا موظفين في مكتب حكومي . ١٠ - معظم هذه الكلمات قصيرة .

Drill 10. Chain drill. Review:

- 'I talked to some of the students.' → ← تحدثت الى بعض الطلاب .
- 'I talked to all the students.' → ← تحدثت الى كل الطلاب .
- 'I talked to all the students.' → ← تحدثت الى الطلاب كلهم .
- ١ - بعض الاصدقاء ٥ - بعض النساء
 - ٢ - بعض المراسلات ٦ - بعض الرجال
 - ٣ - بعض الاطباء ٧ - بعض السكرتيرات
 - ٤ - بعض الكاتبات ٨ - بعض المراسلين

Drill 11. Written. Substitution - translation.

'I spoke to them about publishing the new book.' → تحدثت اليهم عن نشر الكتاب الجديد .

the president's return from the Middle East.

the building of the national airport

the ministers' discussion of the political situation

women's working for the progress of Arab society

the foreign directors' visiting the Egyptian company

Drill 12. Written. Transformation: Singular → plural.

Make the underlined words plural and make any other necessary changes.

- ١ - عملت الشركة على بناء المدرسة الجديدة .
- ٢ - درست قواعد الدرس الجديد .
- ٣ - المرأة العربية تعمل على تقدم المجتمع العربي .
- ٤ - مطعم المطار كبير جدًا .
- ٥ - كان المصنع حديثًا .
- ٦ - الطيبة تقدم الخدمات الكثيرة للمجتمع اللبناني .
- ٧ - اعجبني الامتحان الاخير .
- ٨ - الدرس يشمل عادة قراءات كثيرة .

Drill 13. Written. Dictionary.

Write the root and pattern of each of the following words, then look each one up in the dictionary to find the meaning.

نِعْمَةٌ	هَنْدَسَةٌ	مَحْكَمَةٌ
وَدَاعٌ	مَجْلِسٌ	سَفَرٌ
مَنَاعَةٌ	خُرُوجٌ	جَانِبٌ
مَنْحٌ	وِزَارَةٌ	عَرِيضٌ

مراحل التعليم

stages

في العالم العربي

primary;
preparatoryمراحل التعليم في العالم العربي هي الابتدائية والإعدادية

والثانوية والجامعية . تقرّر وزارات التربية والتعليم مناهج التعليم
وتحدّد مواعيد الامتحانات وتعيّن المعلّمين والمعلّّات في المـدارس
الحكومية . تدرّس المدارس والجامعات في العالم العربيّ الفرنسيّة
والانجليزيّة والعربيّة الى جانب المواضيع الاخرى .

ومعظم المدارس والجامعات في العالم العربيّ حكوميّة، لكنّ هناك
عدد من المدارس والجامعات الخاصّة : بعضها اجنيّة وبعضها عربيّة .

تخرّج الجامعات العربيّة عددا كبيرا من الطلّاب والطالبات كلّ سنة،

وبعض هؤلاء يذهبون الى أوروبا أو امريكا للحصول على الشهادات العاليّة ،
ثم يرجعون للتدريس في الجامعات العربيّة أو للعمل في الشركات
أو الحكوميّة .

أسئلة

- ١ - ماهي مراحل التعليم في البلاد العربيّة ؟
- ٢ - وماهي مراحل التعليم في بلدك ؟
- ٣ - ماهي واجبات وزارات التربية والتعليم في العالم العربيّ ؟
- ٤ - أيّ اللغات تدرّس المدارس والجامعات العربيّة ؟
- ٥ - وأنت ؟ أيّ مواضيع تدرس الآن ؟
- ٦ - هل كل المدارس والجامعات في العالم العربيّ حكوميّة ؟
- ٧ - هل درست في مدرسة حكوميّة ؟

A. Basic text

Stages of Education in the Arab World

The stages of education in the Arab world are: primary, preparatory (roughly, junior high), secondary, (roughly, high school) and university. The ministries of education determine the programs of instruction, set the examination times, and appoint the teachers (m. and f.) in the public schools. Schools and universities in the Arab world teach French, English, and Arabic, along with other subjects. Most of the schools and universities in the Arab world are government-run but there are a number of private schools and universities, some foreign and some Arab.

Arab universities graduate a large number of students (m. and f.) each year. Some of these go to Europe or America to obtain advanced degrees, then return to teach in Arab universities or to work in companies or in the government.

B. Vocabulary

ب - المفردات

تَعْلِيمٌ	education; teaching
تَقَرَّرَ	she, it decides, determines (something) (+ verbal noun) decides to (do something)
وِزَارَةٌ - ات	ministry
تَرْبِيَةٌ	education; upbringing (nisba = تَرْبَوِيٌّ)
مَنْهَجٌ - مَنَاهِجُ	program
مَنْهَجُ التَّعْلِيمِ	program of study, curriculum
تَحَدَّدَ	she, it defines, sets (a date, time, etc.)
تَعَيَّنَ	she, it appoints (s.o. as s.th.)

مُعَلِّمٌ - وَن	teacher
إِلَى جَانِبِ	in addition to, besides, along with
مَوْضُوعٌ - مَوَاضِعُ	subject, topic
آخَرُ - وَن	other; another
أُخْرَى - أُخْرَيَاتُ	(f.) other; another
هُنَاكَ	there is, there are
تَخْرُجُ	she, it graduates (s.o.)
هَؤُلَاءِ	(m.p., f.p.) these, those
أُورُوشَا ، أُورُوشَا ، أُورُوشَا	Europe
تَدْرِيسٌ	teaching, instruction
أَوْ	or

Additional vocabulary

أُولَئِكَ	(m. or f.p.) those
الْجَزَائِرُ	Algeria; Algiers
صَبَاحٌ	morning
مَسَاءٌ - أَمْسَاءٌ ، أَمْسِيَّاتُ	evening
يَوْمٌ - أَيَّامٌ	day
غَدٌ ، الْغَدُ	the morrow, the next day
عَلَّمَ	to teach, instruct

G. Grammar and notes

ج - القواعد والتمارين

1. "There is/there are": هُنَاكَ
2. Agreement of بَعْضُ 'some'
3. Demonstratives: The plurals هَؤُلَاءِ and أُولَئِكَ
4. Accusative case: Adverbials of time
5. Form II verbs and verbal nouns

1. "There is/there are": هُنَاكَ

The English phrase "there is" or "there are", in the sense not of pointing to the location of something but of expressing general existence ("there exist(s)") is rendered in Arabic by the adverb هُنَاكَ 'there' at the beginning of an equational sentence. In such sentences, هُنَاكَ is the predicate; the following noun, which must be indefinite, is the subject:

- | | |
|--------------------------------------------------------|--------------------------------------------|
| هُنَاكَ عَدَدٌ مِنَ الْمَدَارِسِ الْخَاصَّةِ . | 'There are a number of private schools.' |
| هَلْ هُنَاكَ جَامِعَةٌ إِسْلَامِيَّةٌ أَمْرِيكِيَّةٌ ؟ | 'Is there an American Islamic University?' |

2. Agreement of بَعْضٌ 'some'

The word بَعْضٌ 'some' is a masculine singular noun. It occurs most frequently as the first term of an idāfa or with a pronoun suffix. Verb agreement may then also be masculine singular, especially when the verb precedes and the term following بَعْضٌ refers to human beings:

- | | |
|----------------------------------------------------------|---------------------------------------------------|
| يَحْضُرُ بَعْضُ الرِّجَالِ الْإِجْتِمَاعَ كُلَّ يَوْمٍ . | 'Some of the men attend the meeting every day.' |
| يَحْضُرُ بَعْضُ النِّسَاءِ الْإِجْتِمَاعَ كُلَّ يَوْمٍ . | 'Some of the women attend the meeting every day.' |

In other cases, however, it is very common for verb or adjective agreement to be based on the gender and number of the term following بَعْضٌ --that is, on the "logical subject"--rather than on the word بَعْضٌ, which is the "grammatical subject", (that is, the word that has the nominative case ending).

Examples:

- | | |
|-----------------------------------------------------------|----------------------------------------------|
| بَعْضُ الْمُوظَّفِينَ يَعْمَلُونَ فِي هَذَا الْمَكْتَبِ . | 'Some of the employees work in this office.' |
| بَعْضُ الطَّبِيبَاتِ يُدَرِّسْنَ هُنَا . | 'Some of the doctors (f.) teach here.' |

بَعْضُهُنَّ لَبَنَانِيَّاتٌ .

'Some of them (the female doctors) are Lebanese.'

بَعْضُ هَؤُلَاءِ يَذْهَبُونَ إِلَى أُوْرُشَا .

'Some of these (the students) go to Europe.'

تَشْمَلُ بَعْضُ الدُّرُوسِ جُمْلًا قَصِيرَةً .

'Some of the lessons include short sentences.'

بَعْضُهَا أَعْجَنِيَّةٌ .

'Some of them (the schools) are foreign.'

Now do Drill 1.

Drill 1. Completion. Agreement with بَعْضُ .

Supply the correct form of the word in parentheses.

- ١ - (ذهب) بعض الوزراء الى الاجتماع السياسي امس .
- ٢ - بعض هذه المواضيع (سهل) .
- ٣ - (قدم) بعض النساء خدمات هامة .
- ٤ - بعض الرجال (يبحث) الوضع السياسي .
- ٥ - (اعجبنني) بعض الدروس (الاخير) .
- ٦ - (حضر) بعض الطبيبات (المصري) المحاضرة .
- ٧ - بعض الكتب (يشمل) أفكاراً جميلة .
- ٨ - (ينقل) بعض المراسلين اخبار اليوم .
- ٩ - بعض الموظفين (يعمل) في وظائف حكومية .
- ١٠ - بعض قواعد اللغة (هام) جداً .

3. Demonstratives: The Plurals هَؤُلَاءِ and أُولَئِكَ

The plural demonstrative هَؤُلَاءِ 'these, those' refers only to human beings, whether male or female; it is the plural of هَذَا 'this' (m.s.) and of هَذِهِ 'this' (f.s.). It is invariable in form. Examples:

<u>Singular</u>	<u>Plural</u>
هَذَا الطَّالِبُ 'this student'	هَؤُلَاءِ الطُّلَّابُ 'these students'
هَذِهِ الطَّالِبَةُ 'this student'	هَؤُلَاءِ الطَّالِبَاتُ 'these students'

أُولَئِكَ 'those', similarly, is the plural of ذَلِكَ 'that' (m.s.) and of تِلْكَ 'that' (f.s.), and refers only to human beings, as in أُولَئِكَ الطُّلَّابُ 'those students'.

The following chart lists these forms:

	<u>Singular</u>	<u>Plural</u>
M	هَذَا	هَؤُلَاءِ
F	هَذِهِ	
M	ذَلِكَ	أُولَئِكَ
F	تِلْكَ	

هَؤُلَاءِ and أُولَئِكَ are invariable in form, although the following noun is inflected for case. Examples:

<u>Nom.</u>	مَتَى رَجَعَ هَؤُلَاءِ الْمُدَرِّسُونَ إِلَى بِلَدِهِمْ؟	'When did these teachers return to their country?'
<u>Gen.</u>	لَيْسَتْ مُحَاضَرَاتُ هَؤُلَاءِ الْأَسَاتِذَةِ هَامَّةً جَدًّا.	'These professors' lectures are not very important.'
<u>Acc.</u>	سَأَلْتُ أُولَئِكَ الْمُرَاسِلِينَ عَنِ الْعَمَلِ فِي جَرِيدَتِهِمْ.	'I asked those reporters about working on their newspaper.'

Now do Drills 2 and 3.

Drill 2. Written. Completion.

Provide the correct form of the demonstrative in the sentences below.

- ١ - (هذا) الاساتذة مغربيون و (ذلك) جزائريون .
- ٢ - هل شاهدت كل (هذا) الافلام يا سميرة ؟
- ٣ - (هذا) المرأة صديقتي و (ذلك) ليست صديقتي .

- ٤ - استقبل الرئيس (هذا) الوزراء في الساعة التاسعة والدقيقة العاشرة .
- ٥ - أَكُلَّ (ذلك) النساء استاذات جامعيّات ؟
- ٦ - (هذا) الجمل الاساسية سهلة جدًا .
- ٧ - تعيّن الوزارة (ذلك) الموظفين .
- ٨ - هل شمل الامتحان قواعد (هذا) الدروس كلها ؟
- ٩ - هل أخبرك باسماء (هذا) الاساتذة الجدد ؟

Drill 3. (On tape) Substitution-transformation: Demonstrative-singular → plural.

4. Accusative case: Adverbials of time

In both English and Arabic, prepositional phrases may function as adverbial modifiers in a sentence, very commonly expressing the time of an action--that is, answering the question "When?". Examples:

في الصّباح	'in the morning'
في المساء	'in the evening'
في السّاعة العاشرة	'at ten o'clock'
في هذا اليوم	'on this day'
في الغد	'on the morrow, tomorrow'

In Arabic, the same kind of adverbial function may also be served by a noun in the accusative case, without any preposition:

صباحًا	'mornings, in the morning'
مساءً	'evenings, in the evenings'
ساعة الامتحان	'at the hour/time of the examination'

الْيَوْمَ 'today'
 الْمَسَاءُ 'this evening'
 غَدًا 'tomorrow'

With صَبَاحٌ 'morning' and مَسَاءٌ 'evening' various combinations of these constructions may occur, for example:

الْيَوْمَ فِي الصَّبَاحِ الْيَوْمَ صَبَاحًا صَبَاحَ الْيَوْمِ	} } }	'this morning'
الْيَوْمَ فِي الْمَسَاءِ الْيَوْمَ مَسَاءً مَسَاءَ الْيَوْمِ	} } }	'this evening'
غَدًا فِي الصَّبَاحِ غَدًا صَبَاحًا صَبَاحَ غَدٍ	} } }	'tomorrow morning'
أَمْسَ فِي الْمَسَاءِ أَمْسَ مَسَاءً مَسَاءَ أَمْسٍ	} } }	'yesterday evening'

Note that أَمْسٌ 'yesterday' is invariable, always ending in -i. The accusative form الْيَوْمَ means 'today'; يَوْمٌ 'day' is a regular noun which may have any case ending, and the same is true of صَبَاحٌ "morning", مَسَاءٌ 'evening', and غَدٌ 'morrow, next day.' الْآن is an adverb and ends only in -a.

Idāfas with كُلٌّ as the first term are very common as adverbials of time. One of these occurs in the Basic Text:

كُلُّ سَنَةٍ 'every year'

Other examples follow. Note that as we have seen before (see Lesson 9.1),

with an indefinite noun كُلّ is translated 'every'; with a definite noun 'all' or 'the whole';

كُلُّ السَّنَةِ	'all year, all year long'
كُلُّ سَنَةٍ	'every year'
كُلُّ السَّاعَةِ	'the whole hour'
كُلُّ سَاعَةٍ	'every hour'
كُلُّ الْيَوْمِ	'the whole day long'
كُلُّ يَوْمٍ	'every day'

Now do Drills 4, 5 and 6.

Drill 4. (on tape) Repetition: Time expressions.

Drill 5. (Also on tape) Transformation: Time expressions. Ex.

'The reporters left
this morning.'

{ سافر المراسلون اليوم في الصباح .
سافر المراسلون اليوم صباحاً .
سافر المراسلون صباح اليوم .

- ١ - يحضر الوزراء الاجتماع اليوم في المساء .
- ٢ - يرجع المديرون غدا في المساء .
- ٣ - بحثت عن كتابي امس في الصباح .
- ٤ - عينوا موظفي البنك امس في المساء .
- ٥ - اصدقاء زاهيون غدا في الصباح .
- ٦ - أرسل رسالة الى زوجته اليوم في الصباح .

Drill 6. Translation.

- ١ - هل تذهب الى المسرح كل يوم ؟
- ٢ - درسوا العربية كل السنة .
- ٣ - استمعت الى المحاضرة كل الساعة .
- ٤ - تعمل فريدة في المكتب كل الصباح .

- ٥ - بحث الوزراء الوضع كل اليوم .
٦ - نذهب لزيارة اصدقاءنا كل سنة .
٧ - شربوا القهوة العربية كل مساء .
٨ - يقرأ الجريدة كل مساء في المكتبة .

5. Form II verbs and verbal nouns

a. Form

Form II verbs are characterized by having stems with a double middle radical, for example:

<u>Perfect</u>	<u>Imperfect</u>	
دَرَسَ	يُدَرِّسُ	'to teach'

The perfect stem has the pattern FaMMaL- (both vowels being invariably a) as in دَرَسَ above: stem darras-. The imperfect stem has the pattern -FaMMiL- (the first vowel always a, the second always i) as in يُدَرِّسُ above: stem -darris-. The vowel in all subject-marker prefixes is u, but in all other respects the subject-markers and mood-markers are the same as in Form I verbs.

Following is a chart giving the perfect and the imperfect indicative and jussive forms of a typical Form II verb:

دَرَسَ 'to teach'

	PERFECT	IMPERFECT	
		Indicative	Jussive
3 MS	دَرَسَ 'he taught'	يُدَرِّسُ 'he teaches'	يُدَرِّسْ
FS	دَرَسَتْ 'she " '	تُدَرِّسُ 'she " '	تُدَرِّسْ
2 MS	دَرَسْتَ 'you " '	تُدَرِّسُ 'you " '	تُدَرِّسْ
FS	دَرَسْتِ 'you " '	تُدَرِّسِينَ 'you " '	تُدَرِّسِي
1	دَرَسْتُ 'I " '	أُدَرِّسُ 'I " '	أُدَرِّسْ

3 MP	دَرَّسُوا 'they taught'	يُدْرِسُونَ 'they teach'	يُدْرِسُوا
FP	دَرَّسْنَ 'they " '	يُدْرِسْنَ 'they " '	يُدْرِسْنَ
2 MP	دَرَّسْتُمْ 'you " '	تُدْرِسُونَ 'you " '	تُدْرِسُوا
FP	دَرَّسْتِ 'you " '	تُدْرِسْنَ 'you " '	تُدْرِسْنَ
1 P	دَرَّسْنَا 'we " '	نُدْرِسُ 'we " '	نُدْرِسُ

The verbal noun of most Form II verbs has the pattern taFmil; for example the verbal noun of دَرَّسَ 'to teach' is تَدْرِيسٌ 'teaching, instruction'. Following is a list of all the Form II verbs which have occurred so far (3 MS imperfect in parentheses) with their verbal nouns:

Form II verb	Verbal Noun
حَدَّدَ (يُحَدِّدُ) 'to set, define'	تَحْدِيدٌ 'setting, defining'
خَرَجَ (يُخْرِجُ) 'to graduate, (trans.)'	تَخْرِيجٌ 'graduating'
دَرَّسَ (يُدْرِسُ) 'to teach'	تَدْرِيسٌ 'teaching'
عَيَّنَ (يُعَيِّنُ) 'to appoint'	تَعْيِينَ 'appointment'
قَدَّمَ (يُقَدِّمُ) 'to present'	تَقْدِيمٌ 'presenting'
قَرَّرَ (يُقَرِّرُ) 'to decide' (on)	تَقَرِيرٌ 'decision'
عَلَّمَ (يُعَلِّمُ) 'to teach'	تَعْلِيمٌ 'teaching; education'

Now do Drills 7, 8 and 9.

b. Meaning

Most derived verbs are based on a Form I verb or another derived verb, the remainder being based on nouns, adjectives, prepositions, or other words. Thus, if you know the base form, you can predict with great accuracy the form of a verb derived from it; for example, if you know the Form I verb دَرَسَ 'to study', you can predict that a Form II verb derived from it will have the form دَرَّسَ (with a double middle radical). It is also possible, in a much more general and less precise way, to predict the meaning of a derived verb with

relation to the meaning of the base form. For example, the great majority of Form II verbs have causative meaning: they mean "to cause or make someone do (the action designated by the corresponding Form I verb)". Thus, if the Form I verb دَرَسَ means 'to study', the Form II verb derived from it, دَرَّسَ, expresses the general notion to "cause someone to study"--that is, specifically, 'to teach'. To a considerable extent it is possible to ascribe one or more such meanings to each of the derived Forms. There is not complete predictability in each case, but there are sufficiently discernible trends to make generalizations worthwhile. In this note we treat Form II verbs; in subsequent lessons we take up the other derived verbs. It should be noted that not all the derived Forms occur with any one root; for example, the root DRS (with the general meaning of "studying") occurs in verbs of Forms I, II, III, and VI only; another root might occur in Forms I, IV, and X only; and so on. Thus one cannot make up new verbs at will. It is very useful, however, to know something about the general meaning of the various Forms and their semantic relationships with other Forms, as these associations will help in recognizing new words and will make it easy to learn whole sets of related words at a time instead of memorizing each one separately.

Following are additional illustrations of the causative meaning of Form II verbs. (Some of the words in these and subsequent examples have not occurred in the book. They are used here for illustrative purposes only and need not be learned.)

<u>Form I</u>		<u>Form II</u>	
<u>ذَكَرَ</u>	'to mention'	<u>ذَكَّرَ</u>	'to cause someone to mention = 'to remind'
<u>شَرِبَ</u>	'to drink'	<u>شَرَّبَ</u>	'to give (someone)(something) to drink'
<u>سَمِعَ</u>	'to hear'	<u>سَمَّعَ</u>	'to let (someone) hear (something)'

Closely associated with this causative meaning is the transitivizing function of Form II: if a Form I verb is intransitive (i.e. cannot take an object) the corresponding Form II verb is transitive (can take an object):

<u>Form I</u>	<u>Form II</u>
رَجَعَ 'to return' (intr.)	رَجَّعَ 'to return (something)'

and if the Form I verb is transitive, the Form II verb is doubly transitive (can take two objects):

<u>Form I</u>	<u>Form II</u>
دَرَسَ 'to study' (something)	دَرَّسَ 'to teach' (somebody) (something)

as in

دَرَسَ الْعَرَبِيَّةَ .	'He studied Arabic.'
دَرَّسَنِي الْعَرَبِيَّةَ .	'He taught me Arabic.'

Some Form II verbs have intensive or frequentative (to do again and again) meaning:

<u>Form I</u>	<u>Form II</u>
كَسَرَ 'to break'	كَسَّرَ 'to smash'
قَتَلَ 'to kill'	قَتَّلَ 'to massacre'

Another possible meaning is estimative: to consider (someone or something) to be (such-and-such):

<u>Form I</u>	<u>Form II</u>
صَدَقَ 'to speak the truth, be truthful'	صَدَّقَ 'to consider someone truthful, to believe'
كَذَبَ 'to lie'	كَذَّبَ 'to call someone a liar; to disbelieve'

Finally, some Form II verbs are applicative: to apply (something to someone), to give, make, deal with, utter (an expression) and so on. Here the base form is often a word other than a verb.

Base Form	Form II
اسْمَ 'name'	سَمَّى 'to name'
مَرِيضَ 'sick'	مَرَضَ 'to nurse (a patient)'
خَيْمَةَ 'tent'	خَيَّمَ 'to pitch one's tent'
عِيدَ 'feast-day'	عَيَّدَ 'to celebrate a feast'
السَّلَامُ عَلَيْكُمْ 'Peace be with you'	سَلَّمَ عَلَى السَّلَامُ عَلَيْكُمْ 'to say to (s.o.), greet (s.o.)'

Drill 7. Written. Recognition drill: Pattern of Form II verb.

Write the Form II verb for each of the following roots, along with its verbal noun. Ex.

taFMiIL	FaMMaLa	←	FML
تَدْرِيسٌ	دَرَسَ	←	دَرَسَ
	لَقِبَ		قَدِمَ
	صَدَقَ		فَكَّرَ
	فَسَّرَ		عَلِمَ
	قَدَرَ		فَصَلَ
	فَرَّقَ		وَحَدَّ

Drill 8. (on tape) Conjugation: Form II.

Drill 9. Transformation: Perfect → imperfect → jussive. Ex.

- 'The ministers decided on the programs of instruction.' → الوزراء قرروا مناهج التعليم . ←
'The ministers decide on the programs of instruction.' → الوزراء يقررون مناهج التعليم . ←
'The ministers did not decide on the programs of instruction.' → الوزراء لم يقرروا مناهج التعليم .

- ١ - وزارة التربية والتعليم حدّدت مواعيد الامتحانات .
- ٢ - خرّجت هذه الجامعة كثيرا من الطلاب .
- ٣ - عيّن رئيس الجامعة الاساتذة .
- ٤ - درّسته اللغة الانكليزية .
- ٥ - قررت الوزارة مناهج التعليم في المدارس الثانوية .
- ٦ - قدّمت خدمات كثيرة للمجتمع .

D. Comprehension passages

د - نصوص للفهم

(1) Read the following passage; then do Drill 10.

المرأة الأمريكية

للنساء في امريكا حقوق الرجال وواجباتهم : لهن حق الدراسة والتدريس في المدارس والجامعات الخاصة والحكومية ، وحق الحصول على وظائف عالية في الحكومات والشركات . والمرأة الامريكية تحضر الاجتماعات الهامة وتبحث مع الرجال اوضاع السياسة . وَالدُّسْتُورُ الامريكي يسمح للمرأة بالحصول على كل الوظائف الحكومية .

تخرّج الجامعات الامريكية عددا كبيرا من الطالبات كل سنة . وبعضهن يحصلن على الماجستير او الدكتوراه . تقدم النساء الامريكيات اليوم خدمات كثيرة للمجتمع ، فممنهن المراسلات والاستاذات والمديرات والطبيبات والكاتبات . من نساء امريكا المشهورات مارغريت ميد ، واليانور روزفلت ، واملي ديكنسون ، وماريان اندرسون .

consti-
tution

Drill 10. Multiple choice completion

- ١ - التدريس في جامعات امريكا حق لـ _____
(الرجال فقط ، النساء فقط ،
الرجال والنساء) .
- ٢ - تحصل النساء الامريكيات على _____
(الماجستير ، كل الشهادات ،
البكالوريوس) .
- ٣ - للمرأة الامريكية الحق في الحصول على _____ في الحكومة .
(بعض الوظائف ، معظم الوظائف ،
كل الوظائف) .
- ٤ - في امريكا مدارس _____ (خاصة ، حكومية ، خاصة وحكومية)
٥ - _____ السياسيين في امريكا رجال . (بعض ، كل) .
- (2) Listen to the passage on tape then do Drill 11.

Drill 11. (On tape) Written. Questions on aural comprehension passage.

أسئلة

- ١ - هل كريمة سورية ؟
- ٢ - أين أكملت كريمة دراستها الثانوية ؟
- ٣ - الى أي دولة ذهبت كريمة بعد حصولها على البكالوريوس ؟
- ٤ - من أي جامعة حصلت كريمة على الماجستير ؟
- ٥ - أين تدرّس كريمة الآن ؟

E. General drills

ه - التمارين العامة

Drill 12. Substitute the appropriate pronouns for the underlined items below.

'There's a new secretary in the president's office.'

في مكتب الرئيس سكرتيرة جديدة • ←

'There's a new secretary in his office.'

• في مكتبه سكرتيرة جديدة

- ١ - في الدروس الأخيرة قواعد هامة •
- ٢ - المعلم يدرّس الطلاب التاريخ الاسلامي •
- ٣ - سيارة اختي امام الباب •
- ٤ - تحدّث المدير الى موظفيه •
- ٥ - هل قرأتم عن تاريخ المغرب ؟
- ٦ - الوزارة تعين المدرسين والمدربات •
- ٧ - ذهبت مع هؤلاء النساء الى الاجتماع •
- ٨ - متى موعد طائفة الوزراء ؟

Drill 13. Translation.

1. The professor went to the office of the secretary of the university in order to set the examination time.
2. Do some of those doctors work in Algeria?
3. Among the duties of the minister of education is appointing the new teachers.
4. Who determines the programs of instruction in government schools?
5. What is the position of women in Arab society today? Does the society permit them to work for their advancement?

نهر النيل

النيل نهر طويل جدًا ، بل هو من أطول أنهار العالم وأكبرها .

and, thus

فهو أطول من الأمازون وأكبر من المسيسيبي .

تقع على النيل مدن مصرية هامة . منها القاهرة والاسكندرية

are located

Pharaonic;

وأسوان . ومدينة الأقصر مشهورة بآثارها الفرعونية .

The High Dam

السدّ العالي سدّ كبير قريب من أسوان . بذل المصريون جهودا

عظيمة في بنائه ، وشاركته في ذلك بعض الدول الأجنبية . ويساعد هذا

السد مساعدة عظيمة على تقدّم الاقتصاد المصري .

Hero-dotus;

ومصر تعتمد على مياه النيل الى أبعد حدّ . وقديماً قال هيرودوتس

gift

: " مصر هبة النيل " .

أسئلة

- ١ - هل نهر الأمازون أطول من النيل ؟
- ٢ - أيّ مدن مصرية تقع على النيل ؟
- ٣ - مِمّ مدينة الأقصر مشهورة ؟
- ٤ - ما هو السدّ العالي ؟ أين هو ؟
- ٥ - من عمل على بناء السد العالي ؟
- ٦ - هل نهر النيل هامّ في مصر ؟ لماذا ؟

A. Basic text

The River Nile

The Nile is a very long river; indeed it is one of the longest and biggest rivers in the world. It is longer than the Amazon, and bigger than the Mississippi.

Important Egyptian cities are situated on the Nile. Among them are Cairo, Alexandria, and Aswan. The city of Luxor is famous for its Pharaonic ruins.

The High Dam is a big dam near Aswan. The Egyptians expended great efforts in building it and some foreign countries joined them in this. This dam assists a great deal in the advancement of the Egyptian economy.

Egypt relies on the waters of the Nile to the utmost extent. Long ago, Herodotus said: "Egypt is the gift of the Nile."

B. Vocabulary

نَهْرٌ - أَنْهَارٌ	river
النَّيْلُ	the Nile
طَوِيلٌ - طَوَالٌ	long; tall (person)
أَطْوَلُ (مَنْ)	longer (than); longest
كَبِيرٌ - كِبَارٌ ، كِبَرَاءُ	big; old (person)
أَكْبَرُ	bigger, biggest; older, oldest (person)
الْأَمَازُونُ	the Amazon
الْمِيسِيسِيبِي	the Mississippi
الْأَسْكَندَرِيَّةُ	Alexandria
أَسْوَانُ	Aswan
الْأَقْصَرُ	Luxor
سَدٌّ - سُدُونٌ	dam
بَذَلَ ، بَذَلٌ	to exert
جَهْدٌ - جُهُودٌ	effort
شَارَكَ (فِي)	he participated with (s.o.) (in), joined (s.o.) (in)

يُسَاعِدُ (على)	he helps, assists (s.o.) (in)
مُسَاعَدَةٌ	assistance
عَظِيمٌ - عَظَامٌ ، عَظْمَاءُ ، عَظَائِمُ	great, huge, grand; enormous
اِقْتِصَادٌ	economy
تَعْتَمِدُ عَلَى	she depends on
مَاءٌ - مِيَاهٌ	water
أَبْعَدُ	furthest; utmost
حَدٌّ - حُدُودٌ	extent; border, limit
قَدِيمًا	in ancient times, long ago

Additional vocabulary

صَغِيرٌ - صِغَارٌ	little, small; young (person)
كَثِيرٌ - وَنٌ ، كَثَارٌ	much; many
كَثِيرًا	a lot; often

C. Grammar and drills

ج - القواعد والتمارين

1. The elative: Comparative and superlative
2. Cognate accusative
3. Form III verbs and verbal nouns
4. Verb-preposition idioms
5. Use of the dictionary: Verbal nouns

1. The Elative: Comparative and superlative

English adjectives have three degrees of comparison: positive (e.g. "big"), comparative ("bigger") and superlative ("biggest"). Arabic has two forms to express these meanings: the positive (e.g. كَبِيرٌ 'big') and the elative (e.g. أَكْبَرُ 'bigger; biggest'). The English and Arabic positives correspond to each other, e.g. نَهْرٌ كَبِيرٌ 'a big river' and مَدِينَةٌ كَبِيرَةٌ 'a big city'. The Arabic elative, on the other hand, expresses both the comparative and the superlative of English.

The elative has two forms which will concern us in this book: the masculine

singular, e.g. أَكْبَرُ , and the feminine singular, e.g. كُبْرَى is a diptote and كُبْرَى is invariable--it has no inflections whatsoever.

The Elative Pattern. The masculine elative is of the pattern أَفْعَلُ ?aFMaLu and the feminine elative is فُعْلَى FuMLaa. Following is the elative of all adjectives studied so far which can be put in the elative:

Positive

a. ?aFMaL

سَهْلٌ	'easy'	أَسْهَلُ	'easier/easiest'
قَرِيبٌ	'near'	أَقْرَبُ	'nearer/nearest'
جَمِيلٌ	'beautiful'	أَجْمَلُ	'more/most beautiful'
كَبِيرٌ	'big'	أَكْبَرُ	'bigger/biggest'
مَشْهُورٌ	'famous'	أَشْهَرُ	'more/most famous'
قَدِيمٌ	'old'	أَقْدَمُ	'older/oldest'
حَدِيثٌ	'new'	أَحْدَثُ	'newer/newest'
بَعِيدٌ	'distant'	أَبْعَدُ	'more/most distant'
قَصِيرٌ	'short'	أَقْصَرُ	'shorter/shortest'
كَثِيرٌ	'much, many'	أَكْثَرُ	'more/most'
طَوِيلٌ	'long, tall'	أَطْوَلُ	'longer/longest'; taller/tallest'
عَظِيمٌ	'great, mighty'	أَعْظَمُ	'greater/greatest'
صَغِيرٌ	'small'	أَصْغَرُ	'smaller/smallest'

b. ?aFaDD

جَدِيدٌ	'new'	أَجْدَدُ	'newer/newest'
هَامٌ	'important'	أَهَمُّ	'more/most important'
عَزِيزٌ	'dear'	أَعَزُّ	'dearer/dearest'

c. ?aFMaa

أَلْعَالِي	'the high'	أَعْلَى	'higher/highest'
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The adjectives under (a) above conform to the basic pattern; group (b) adjectives have the pattern ?aFaDD (where DD represents two identical radicals), and group (c) have the invariable pattern ?aFMaa (where the third radical of the positive form is W or Y).

مَشْهُورٌ 'famous' has no elative; the elative of شَهِيرٌ 'famous' is used for it: أَشْهَرُ 'more/most famous'.

The masculine may take a plural of the pattern ?aFaaMiL (a diptote pattern), e.g. أَكْبَرُ or, most rarely, a sound plural أَكْبَرُونَ .

The plural of the feminine FuMLaa is FuMLayaat, e.g. كُبْرَيَاتٌ; the plural FuMaL, i.e. كُبَرٌ , is rare.

Expression of comparative degree. In comparing two items--"A is better than B"--only the masculine singular elative is used; it is always indefinite and does not show agreement in gender or number. Examples:

أَيُّ مَدِينَةٍ أَكْبَرُ ؟	'Which city is bigger?'
الرَّيَاطُ أَكْبَرُ .	'Rabat is bigger.'

The object to be compared is introduced by مِنْ , which is translated "than".

النَّيْلُ أَكْبَرُ مِنَ الدَّانُوبِ .	'The Nile is bigger than the Danube.'
أَلَيْسَتْ مَرْيَمُ أَطْوَلَ مِنْكَ ؟	'Isn't Mary taller than you?'
تَعَلَّمْنَا أَكْثَرَ مِنْكُمْ .	'We learned more than you.'

The elative may follow an indefinite noun, forming a noun-adjective phrase; the elative agrees with the noun in case, but not in gender or number. Examples:

هَذَا بِنَاءٌ كَبِيرٌ ، لَكِنْ ذَلِكَ بِنَاءٌ أَكْبَرُ .	'That is a big building, but that one (over there) is a bigger one.'
قَرَأْنَا عَنْ مَدِينَةٍ أَكْبَرُ .	'We read about a bigger city.'
لَمْ نَدْرُسْ عَنْ بَلَدٍ أَكْبَرُ مِنْ ذَلِكَ .	'We have not studied about a country bigger than that.'

Now do Drills 1, 2 (on tape), and 3.

Expression of Superlative Degree. When the elative is definite--that is, having the definite article or a pronoun suffix, or serving as the first member of any idāfa--it has superlative meaning: it singles out the highest degree of three or more. Examples with the article:

• هَذَا هُوَ الْأَكْبَرُ 'This is the biggest one (m.).'
• عَلَى الْأَكْثَرِ 'at the most, at most'

When the elative has the definite article, it then agrees in gender; the feminine elative is used to refer to a feminine noun or pronoun:

• هَذِهِ هِيَ الْكُبْرَى 'This is the biggest one (fem.).'
• هِيَ الْمَدِينَةُ الْكُبْرَى 'It is the biggest city.'

As the first term of an idāfa, only the masculine elative is used. If the second term does not have the article the meaning is "the (___est) (___)".

Examples:

أَكْبَرُ مَدِينَةٍ 'the largest city'
أَطْوَلُ نَهَرٍ 'the longest river'
أَجْمَلُ مَدْنٍ 'the prettiest cities'
أَجْمَلُ بِنَاءٍ تُونِسِيِّ 'the most beautiful Tunisian building'

(There exists an alternative but rare way of saying "the (___est)(___)"; this involves making a noun-adjective phrase of the noun plus elative, e.g. أَكْبَرُ النَّهْرِ 'the biggest river'; أَكْبَرُ الْمَدِينَةِ 'the biggest city.' Note that there is gender agreement here, since the elative has received the definite article.)

If the second term of the idāfa has the definite article, then the elative may refer to one or to several, and it is usually best translated with "(one) of", "(some) of", into English:

هُوَ مِنْ أَطْوَلِ أَنْهَارِ الْعَالَمِ.	'It is one of the longest rivers in the world.'
وَهِيَ مِنْ أَطْوَلِ أَنْهَارِ الْعَالَمِ.	'They are some of the longest rivers in the world.'
أَقْدَمُ الْمَدَنِ	{ 'the oldest (one) of the cities' 'the oldest (ones) of the cities'
أَكْثَرُ الْوَقْتِ	'most of the time'

Now do Drill 4.

The Elative with Positive Meaning. For some words the elative has only positive meaning, e.g. أَوْسَطُ (fem. وَسْطَى) 'middle, central' and آخِرُ (fem. أُخْرَى) 'other; another'. These words form a noun-adjective phrase with the noun modified, and are in full agreement with them. Illustrations:

الْشَرْقُ الْأَوْسَطُ	'The Middle East'
أُورُوبَا الْوُسْطَى	'Central Europe'
سُؤَالٌ آخَرُ	'another question'
وِزَارَاتُ أُخْرَى	'other ministries'

This usage is extended to include feminine elatives that do have comparative or superlative meaning, but correspond to English positives, such as:

أَلْدَوْلُ الْكَبِيرَةِ	{ 'the major powers, the Great Powers'
الدَّوْلُ الْكُبْرَى	
بَرِيطَانِيَا الْعُظْمَى	'Great Britain'

This usage is particularly common in certain set phrases.

Finally, كَبِيرٌ 'big; old' and صَغِيرٌ 'little, small; young', when referring to humans, often have superlative meaning as the first term of an idāfa:

كَبِيرُ الْمُوظَّفِينَ	'the head employee'
كِبَارُ الْمُوظَّفِينَ	'the senior employees'
صَغِيرُهُمْ	'the youngest of them'

The ordinal adjective **أَوَّلُ** 'first' is also of the elative pattern, and has the various forms of the elative:

	Singular	Plural	
m.	أَوَّلُ	أَوَّلُونَ، أَوَّلِي	'first'
f.	أُولَى		

It is normally used in noun-adjective phrases rather than in *idāfas*, as in **الدَّرْسُ الْأَوَّلُ** 'the first lesson'.

Summary chart with **كَبِيرٌ** :

	Singular		Plural		
	Masculine	Feminine	Masculine	Feminine	
Positive	كَبِيرٌ	كَبِيرَةٌ كُبْرَى	كِبَارٌ	كَبِيرَاتٌ كُبْرِيَّاتٌ	'big'
Comparative	أَكْبَرُ مِنْ				'bigger than'
Superlative	الْأَكْبَرُ				'the biggest (m.)
	الْكُبْرَى				'the biggest (f.)
	أَكْبَرُ نَهْرٍ (النَهْرُ الْأَكْبَرُ)				'the biggest river'
	أَكْبَرُ مَدِينَةٍ (الْمَدِينَةُ الْكُبْرَى)				'the biggest city'

Now do Drill 5.

Drill 1. Written. Recognition: Elative pattern.

Write the elative form of the following adjectives; ex.

جميل ← أجمل

?aFMaL ← {FaMiL
FaML

سهل ← أسهل

عجيب	غريب
فقير	سعيد
قبيح	صعب
سهل	حسن
عميق	بعيد

b. Ex.

عزیز ← أعز

FaDiid ← ?aFaDD
FaaDD

هام ← أهم

صحيح
جديد
عام
عزیز
لذيذ

Drill 2. (On tape) Repetition: Elative.

Drill 3. (Also on tape) Transformation: Positive → comparative.

'The office is near--the school.' → المكتب قريب - المدرسة ←

'The office is nearer than the school.' المكتب أقرب من المدرسة

- | | |
|--------------------------------------|-------------------------------|
| ٦ - الطيبة مشهورة - الكاتبة | ١ - الكرسي قديم - الطاولة |
| ٧ - اختي طويلة - زوجتي | ٢ - المتحف بعيد - المصنع |
| ٨ - الصف كبير - المكتب | ٣ - السيارة جديدة - الاوتوبيس |
| ٩ - هذا البناء حديث - ذلك البناء | ٤ - النيل طويل - المسيسيبي |
| ١٠ - دراستك هامة - الذهب الى السينما | ٥ - الوالد عزيز - الصديق |

Drill 4. Substitution-translation: Superlative.

Substitute the following phrases for the underlined phrase making any necessary changes.

'This is the longest river in the world.'

هذا هو أطول نهر في العالم .

1. the most famous doctors (f.)

7. the highest building

2. the most modern airplane

8. the most beautiful language

3. the shortest street

9. the tallest man

4. the biggest factory

10. the greatest country

5. the newest airport

11. the oldest ruins

6. the largest restaurant

Drill 5. (Also on tape) Transformation: Positive → superlative.

'This is a beautiful country.' →

هذا بلد جميل . ←

'Indeed it is one of the most beautiful countries.'

بل هو من اجمل البلاد .

٥ - هذا رجل طويل .

١ - هذه جملة قصيرة .

٦ - هؤلاء مراسلون مشهورون .

٢ - هذه آثار قديمة .

٧ - هؤلاء اصدقاء اعزاء .

٣ - هذه طبيعة مشهورة .

٨ - هذا لوح قديم .

٤ - هذا موضوع هام .

2. Cognate accusative

This sentence from the basic text

'This dam helps greatly...' يساعِدُ هذا السَّدُّ مُسَاعَدَةً عَظِيمَةً .

illustrates an important use of verbal nouns, the cognate accusative. In such constructions the verb is followed by its own verbal noun (the verbal noun which is derived from--is "cognate" with--that verb). The verbal noun then serves as an adverbial modifier of the verb, and is in the accusative case; it is indefi-

nite unless it is in an idāfa. The verbal noun may occur alone, or may itself be modified by an adjective (as above), by another noun in an idāfa, and so on. A common construction is with a noun of quantity, like كُلٌّ or بَعْضٌ, or an relative as the first term of the idāfa, in which case the verbal noun usually has the definite article. When it is modified by an adjective, the whole phrase (verbal noun plus adjective) is often best translated by an English adverb, as above. The cognate accusative expresses intensity, emphasis, or manner. Additional examples:

تَقَدَّمَتْ مِصْرُ تَقَدُّمًا كَبِيرًا.	'Egypt has advanced greatly.'
إِحْتَرَمَهُ أَحْتِرَامَ الْإِبْنِ لِوَالِدِهِ.	'He respected him as a son respects his father.' ("He respected him the respect of a son for his father")
سَاعَدَهَا كُلَّ الْمُسَاعَدَةِ.	'He helped her in every way.'
اسْتَقْبَلَهُمْ أَكْثَمَ اسْتِقْبَالٍ.	'He gave them a great welcome.'

3. Form III verbs and verbal nouns

a. Form

Form III verbs are characterized by having stems with a long vowel after the first radical, for example:

<u>Perfect</u>	<u>Imperfect</u>	
سَاعَدَ	يُسَاعِدُ	'to help'

The perfect stem has the pattern FaaMaL- (always long vowel aa after the first radical, short vowel a after the second), as in سَاعَدَ above: stem saaʔad-.

The imperfect stem has the pattern -FaaMiL- (always long vowel aa after the first radical, short vowel i after the second) as in يُسَاعِدُ above: stem -saaʔid-. As in Form II verbs, the vowel in all subject-marker prefixes is u.

In all other respects the subject-markers and mood-markers are the same as in Form I verbs (this statement is true of all derived verbs and hereafter may be

taken for granted).

The chart below gives the perfect, imperfect, and jussive forms of a typical Form III verb:

سَاعَدَ 'to help'

	PERFECT		IMPERFECT	
			Indicative	Jussive
3 MS	سَاعَدَ	'he helped'	يُسَاعِدُ	'he helps'
FS	سَاعَدَتْ	'she " '	تُسَاعِدُ	'she " '
2 MS	سَاعَدْتُمْ	'you " '	تُسَاعِدُونَ	'you help'
FS	سَاعَدْتِ	'you " '	تُسَاعِدِينَ	'you " '
1 S	سَاعَدْتُ	'I " '	أُسَاعِدُ	'I " '
3 MP	سَاعَدُوا	'they " '	يُسَاعِدُونَ	'they " '
FP	سَاعَدْنَ	'they " '	يُسَاعِدْنَ	'they " '
2 MP	سَاعَدْتُمْ	'you " '	تُسَاعِدُونَ	'you " '
FP	سَاعَدْتِ	'you " '	تُسَاعِدْنَ	'you " '
1 P	سَاعَدْنَا	'we " '	نُسَاعِدُ	'we " '

The verbal noun of most Form III verbs has the pattern muFaaMaLa(t); for example, the verbal noun of سَاعَدَ 'to help' is مُسَاعَدَةٌ 'helping, help, assistance'. The following list shows all the Form III verbs which have occurred so far (imperfect in parentheses) and their verbal nouns:

Form III verb	Verbal noun
حَاضَرَ (يُحَاضِرُ) 'to lecture'	مُحَاضَرَةٌ 'lecturing, a lecture'
تَابَعَ (يُتَابِعُ) 'to pursue, continue'	مُتَابَعَةٌ 'pursuing'
سَاعَدَ (يُسَاعِدُ) 'to help'	مُسَاعَدَةٌ 'assistance'

(يُشَارِكُ) 'to participate'	مُشَارَكَةٌ	'participation'
(يُشَاهِدُ) 'to see'	مُشَاهَدَةٌ	'seeing'
(يُقَابِلُ) 'to have a meeting with'	مُقَابَلَةٌ	'meeting with, interviewing'
(يُسَافِرُ) 'to travel'	سَفَرٌ	'travelling' (see below)

The verb سَافَرَ 'to travel' is unusual in that its verbal noun is a Form I pattern.

Some Form III verbs have verbal nouns of the pattern FiMaaL instead of, or in addition to, muFaaMaLa(t). An example, which has not occurred in the book so far, is

Form III verb	Verbal noun
قَاتَلَ 'to fight with, combat'	{ مُقَاتَلَةٌ 'fighting, combat' قِتَالٌ

Now do Drills 6 and 7.

b. Meaning

Form III verbs typically have attemptive meaning ("to try to do something to someone" or associative meaning ("to involve someone in something"). Almost all are transitive, and many of these have the same meaning as the corresponding Form I verb plus a preposition. (Unfamiliar verbs are for illustration only.)

Form I	Form III
قَتَلَ 'to kill'	قَاتَلَ 'to fight with, try to kill'
قَبِلَ 'to receive'	قَابَلَ 'to confront, meet with'
قَامَ (عَلَى) 'to stand up (against)'	قَاوَمَ 'to stand up against, resist, oppose'
جَلَسَ (إِلَى) 'to sit down (with)'	جَالَسَ 'to sit down with'

Drill 6. Written. Recognition: Form III pattern.

Fill in the blanks in the chart below.

	Verbal noun	Form III verb	Root
Example:	(MuFaaMaLaT) مُشَارَكَةٌ	(FaaMaLa) شَارَكَ	(FML) ش ر ك طلب صدق رسل عصر كفح حفظ

Drill 7. (On tape) Conjugation: Form III.

Drill 8. (Also on tape) Transformation: Perfect → Jussive. Ex.

'The director met with the employee قابل المدير الموظف في مكتبه . →
in his office.'

لم يقابل المدير الموظف في مكتبه .
'The director did not meet with the employee in his office.'

- ١ - ذكرت في رسالتك لي اقامتك هناك .
- ٢ - ساعد المنهج على تقديم البلد .
- ٣ - شاركت الدول الكبرى في بناء المصنع الجديد .
- ٤ - الوزراء قابلوا الرئيس اثناء زيارته لمصر .
- ٥ - شاهدنا فيلما عربيا مساء امس .
- ٦ - سافرن الى فرنسا لحضور الاجتماع .
- ٧ - شاركت هذه السنة في تقرير منهج التعليم .
- ٨ - عين الوزير المعلمين الجدد .
- ٩ - أكلت وشربت بعد عودتها من المدرسة .

4. Verb-preposition idioms

In English there are some verbs which mean one thing when followed directly by an object and another when combined with a preposition; for example, 'He deals the cards' versus 'He deals with the problems'. Some verbs, also, have differing meanings when combined with different prepositions: 'He looks for the book' versus 'He looks at the book'. Still other verbs occur only in combination with prepositions: 'He relies on his friends.' In Arabic there are also verbs of exactly the same types, although of course not necessarily the same particular verbs as in English. In previous lessons, for example, we have seen the verb بَحَثَ meaning 'to discuss' and the combination بَحَثَ عَنْ meaning 'to look for'. In this lesson we see the combination اعْتَمَدَ عَلَى meaning 'to depend on' (the verb اعْتَمَدَ without a preposition means 'to authorize, to sanction').

Such a combination of a verb and a preposition is called a verb-preposition idiom. From the point of view of meaning, a verb-preposition idiom constitutes a single unit distinct from the verb alone or from other verb-preposition idioms. From the point of view of grammar, the verb in such an idiom has the same forms (of person, tense, and so on) as any verb; and the preposition, as usual, takes as its object a noun in the genitive case, or a pronoun suffix:

بَحَثُوا مَوَاضِيْعَ كَثِيْرَةً وَمِنْهَا السَّلَامُ فِي الشَّرْقِ الْاَوْسَطِ .	'They <u>discussed</u> many topics, among them peace in the Middle East.'
بَحَثُوا عَنْ قَلَمِكَ فِي كُلِّ صَفٍّ .	'They <u>looked for</u> your pencil in every classroom.'

These verb-preposition idioms have occurred so far:

حَضَرَ إِلَى	'to come to' (cf. حَضَرَ 'to attend')
بَحَثَ عَنْ	'to look for' (cf. بَحَثَ 'to discuss')
حَصَلَ عَلَى	'to acquire, obtain, get'

سَمَحَ بِـ	'to permit'
إِعْتَمَدَ عَلَى	'to depend on'

There are also quite a few Arabic verbs which are not parts of idioms like those above, but may be associated with particular prepositions without a change in their basic meaning. For example, the verb سَاعَدَ means "to help" (someone) and سَاعَدَ عَلَى means "to help" (someone) "in" (doing something):

هَلْ سَاعَدَكَ الْكِتَابُ ؟	'Did the book help you?'
نَعَمْ ، سَاعَدَنِي عَلَى التَّعْلِيمِ .	'Yes, it helped me in teaching.'

While the distinction must be kept clear between verb-preposition idioms like سَاعَدَ عَلَى and verbs like سَاعَدَ , they must all be learned together with their associated prepositions. Parentheses identify such prepositions, as in

إِسْتَمَعَ (لِ)	'to listen (to)'
أَخْبَرَ (بِ)	'to inform (of)'
شَارَكَ (فِي)	'to participate (in)'
سَاعَدَ (عَلَى)	'to help (in)'
عَمِلَ (عَلَى)	'to work (for, towards)'

Now do Drill 9.

Drill 9. Written. Completion.

Write the correct preposition in the blank.

- ١ - بحث المراسل — عمل في جريدة "الاهرام" المصرية .
- ٢ - ساعدت الدول الكهري — بناء السد العالي .
- ٣ - يحصل عدد كبير من الطلاب — شهادات عالية كل سنة .
- ٤ - أخبرني — وصول الرئيس الامريكي .
- ٥ - يعمل الرجال والنساء — تقدم المجتمع العربي .
- ٦ - شارك المدرس — تدريس التاريخ الاسلامي .

- ٧ - لم يسمح وقتنا — زيارة آثار بعلبك •
- ٨ - استمعنا — محاضرة الاستاذ الزائر بعنوان " جمال مصر " •
- ٩ - حصلت الطالبة — الهكالوريوس وبدأت عملا جديدا •

5. Use of the dictionary: Verbal nouns

Various formats are used by different Arabic dictionaries in arranging, within the entry for a particular root, all the words which share that root. Verbal nouns for Form I verbs are often given directly after the verb itself at the beginning of the entry for that root. An example of such an entry would be as follows:

verb	verb transliterated	stem vowel	verbal noun transliterated	definition of verb
شَغَلَ	šaḡala	a	(šaḡl, šuḡl)	to occupy, busy...

If more than one verbal noun is given, then the first one given is usually the more common, or they may have slightly different meanings. The verbal nouns so listed are usually dealt with again in more detail later on in the entry.

If your dictionary does not use this format then it is necessary to consult the introduction to the dictionary, where the format used will be described.

Drill 10. Written. Dictionary drill.

Look up the following verbs and write their meanings as well as their verbal nouns.

صَادَقَ	رَحَبَ
أَثَرَ عَلَى	رَاسَلَ
نَظَرَ فِي	أَجَلَ
طَالَ	رَحَلَ

D. Comprehension passage

د - نصوص للفهم

Read the following passage; then do Drill 11.

السد العالي سد كبير جدًا على نهر النيل، بل هو أكبر سد في الشرق الأوسط. هذا السد المصريون اعظم الجهود في بنائه وشاركتهم في ذلك روسيا. ساعد بناء هذا السد المدن الواقعة على نهر النيل مساعدة كبيرة ونقلت الحكومة المصرية بعض الآثار التاريخية القديمة من منطقة السد الى مكان جديد. والسد العالي اليوم أشهر سد في العالم، فهو يساعد على تقدم الأوضاع الاقتصادية في مصر، بل يعتمد الاقتصاد المصري عليه الى أبعد حد.

وفي مصر سد كبير آخر على النيل واسمه سد أسوان. وهذا السد أقدم من السد العالي لكن السد العالي أكبر منه. وعلى النيل سدود صغيرة أخرى.

Drill 11.

الأسئلة

- ١ - من شارك المصريين في بناء السد العالي ؟
- ٢ - ماذا نقلت الحكومة المصرية من منطقة السد العالي ؟
- ٣ - علام ساعد بناء السد العالي ؟
- ٤ - هل على النيل سدود أخرى ؟
- ٥ - هل سد أسوان أكبر من السد العالي ؟

E. General drills

هـ - التمارين العامة

Drill 12. Substitution: Telling time. Ex.

'What time is it now?' →

← ما الساعة الآن ؟

'It's eleven o'clock.'

الساعة الحادية عشرة .

10:20	3:15
7:55	5:45
8:40	12:10
6:30	2:30

Drill 13. Variable substitution.

'Ahmad is the first student in the class.' أحمد هو الطالب الأول في الصف .

فريدة	٦	سليم
٢	هند	١١
حسين	١٠	سعاد
١٩	عادل	٥
وداد	٤	فريد

Drill 14. Written. Translation.

1. The minister of education met with the senior employees of the ministry to appoint the new teachers and to decide on the programs of instruction in the secondary schools.
2. The government assisted the companies a great deal (use cognate accus.). The companies depended upon this assistance to the utmost extent.
3. The great powers are participating in the building of the largest factory in the world.

أ - النّمّ الاساسيّ

البدو

- tents يسكن البدو في الخيام ويرحلون في الصحراء من مكان الى مكان للبحث عن الماء، وهم مشهورون بحسن الضيافة : يقبل عليهم الزائر فيظهرون له الترحيب ويسرعون الى اكرامه فيقدمون له الطعام والشراب .
- drink والمدينة لا تعجب البدوي لأن الحياة فيها تختلف عن الحياة في الصحراء : فالبدوي يُفَضِّلُ حُرِّيَّةَ الصحراء على قُيُودِ المدينة ، لكنّ بعض البدو يذهبون الى المدينة أحيانا للتجارة .
- prefers....to; fetters

أسئلة

- ١ - أين يسكن البدو عادة ؟
- ٢ - لِمَ يرحلون من مكان الى مكان ؟
- ٣ - هل في الصحراء كثير من الماء ؟
- ٤ - كيف تختلف الحياة في الصحراء عن الحياة في المدينة ؟
- ٥ - هل تعجب البدو حياة المدينة ؟
- ٦ - هل تعجبك حياة المدينة ؟

A. Basic text

The Bedouins

The Bedouins live in tents and move about the desert from place to place to look for water. They are famous for their hospitality: if a visitor comes up to them they welcome him and hasten to honor him, and they offer him food and drink.

The Bedouin does not like the city because life there differs a great deal from life in the desert: the Bedouin prefers the freedom of the desert to the fetters of the city, but some Bedouins do go to the city at times to trade.

B. Vocabulary

بَدَوِيٌّ - بَدَوِيَّةٌ	Bedouin
رَحَلَ - رَحِيلٌ	to move about, travel
صَحْرَاءُ - صَحَارَى	(f.) desert
صَحْرَاوِيٌّ	(nisba of صَحْرَاءُ) desert, desolate
مَكَانٌ - أَمَاكِنٌ ، أَمَكِنَةٌ	place
يُقْبِلُ عَلَى	he approaches
فَ	and, and then, and so
يُظْهِرُونَ (لِ)	they demonstrate, show (to)
رَحَّبَ ، تَرْحِيبٌ	II to welcome
يُسْرِعُونَ (إِلَى)	they hasten (to)
إِكْرَامٌ	(verbal noun) to honor
طَعَامٌ	food
تُعْجِبُ	she, it pleases
لِأَنَّ	because (See Note C.2, pages 263-5.)
حَيَاةٌ - حَيَوَاتٌ	life; life-blood
حَيَوِيٌّ - وَنٌ	(nisba of حَيَاةٌ) lively, vital
تَخْتَلِفُ (عَنْ)	she, it differs (from), varies
حُرِّيَّةٌ	freedom

لَكِنَّ	but, however (conjunction; see note C.2)
أَحْيَانًا	sometimes, at times
تِجَارَةً	commerce, business, trade

Additional vocabulary

أَنَّ	that (conjunction; see C.2)
إِنَّ	that (conjunction; see C.2)
يَخْتَلِفُ (عَنْ)	he differs (from), varies

C. Grammar and drills

ج - القواعد والتمارين

- Form IV verbs and verbal nouns
- Particles لَكِنَّ 'but', لِأَنَّ 'because',
إِنَّ 'that' and أَنَّ 'that'
- Human collective nouns
- Particle فَ 'and, and then'

1. Form IV verbs and verbal nouns

a. Form

Form IV verbs are characterized by having a perfect stem beginning with the prefix - أَ ?a-. This prefix, however, is not present in the imperfect stem.

Example:

<u>Perfect</u>	<u>Imperfect</u>	
أَكْمَلَ	يُكْمِلُ	'to complete'

The perfect stem has the pattern ?aFMaL- (prefix - أَ ?a-, stem vowel a), as in أَكْمَلَ above: stem ?akmal-. The imperfect stem has the pattern -FMiL- (stem vowel i in all verbs), as in يُكْمِلُ above: stem: -kmil-. (Thus the imperfect stem of Form IV verbs is like the imperfect stem of those Form I verbs which have i as the vowel, as in يَرْجِعُ 'he returns': stem -rjif-. The

perfect stems are of course different.) As in Form II and Form III verbs, the vowel of Form IV subject-marker prefixes is u. Of Forms I to X, only these three Forms have the prefix u; in Form I and Forms V through X, this vowel is a.

The following chart shows the perfect, imperfect, and jussive forms of a typical Form IV verb:

أَكْمَلَ 'to complete'

	PERFECT		IMPERFECT		
			Indicative		Jussive
3 MS	أَكْمَلَ	'he completed'	يُكْمِلُ	'he completes'	يُكْمِلْ
FS	أَكْمَلَتْ	'she completed'	تُكْمِلُ	'she completes'	تُكْمِلْ
2 MS	أَكْمَلْتُمْ	'you completed'	تُكْمِلُونَ	'you complete'	تُكْمِلُوا
FS	أَكْمَلْتُمْ	'you completed'	تُكْمِلِينَ	'you complete'	تُكْمِلِي
1 S	أَكْمَلْتُ	'I completed'	أُكْمِلُ	'I complete'	أُكْمِلْ
3 MP	أَكْمَلُوا	'they completed'	يُكْمِلُونَ	'they complete'	يُكْمِلُوا
FP	أَكْمَلْنَ	'they completed'	يُكْمِلْنَ	'they complete'	يُكْمِلْنَ
2 MP	أَكْمَلْتُمْ	'you completed'	تُكْمِلُونَ	'you complete'	تُكْمِلُوا
FP	أَكْمَلْتُنَّ	'you completed'	تُكْمِلْنَ	'you complete'	تُكْمِلْنَ
1 P	أَكْمَلْنَا	'we completed'	نُكْمِلُ	'we complete'	نُكْمِلْ

The verbal noun of Form IV verbs has the pattern ?iFMaaL; for example, the verbal noun of أَكْمَلَ 'to complete' is إِكْمَالٌ 'completing, completion'. The following list shows the Form IV verbs which have occurred so far (imperfect in parentheses) and their verbal nouns.

Form IV verb	Verbal noun
أَسْرَعَ (يُسْرِعُ) إِلَى 'to hasten (to)'	إِسْرَاعٌ 'hastening'
أَظْهَرَ (يُظْهِرُ) 'to demonstrate, show'	إِظْهَارٌ 'demonstrating'
أَعْجَبَ (يُعْجِبُ) 'to please'	إِعْجَابٌ 'pleasing'
أَخْبَرَ (يُخْبِرُ) 'to inform, tell'	إِخْبَارٌ 'informing'
أَقْبَلَ (يُقْبِلُ) عَلَى 'to approach'	إِقْبَالٌ عَلَى 'approaching'
أَكْمَلَ (يُكْمِلُ) 'to complete'	إِكْمَالٌ 'completion'
أَكْرَمَ (يُكْرِمُ) 'to honor'	إِكْرَامٌ 'honoring'
أَصْدَرَ (يُصْدِرُ) 'to publish'	إِصْدَارٌ 'publication'
أَرْسَلَ (يُرْسِلُ) 'to send'	إِرْسَالٌ 'sending'

Now do Drills 1 and 2.

b. Meaning

As in the case of Form II verbs, a great many verbs of Form IV are causative in meaning, and have a transitivizing function (making an intransitive Form I verb transitive, and a transitive Form I verb doubly transitive):

Form I	Form IV
ظَهَرَ 'to appear'	أَظْهَرَ 'to cause (something) to appear, to show'
كَمَلَ 'to become complete'	أَكْمَلَ 'to make (something) complete, to complete'
سَكَنَ 'to live, reside'	أَسْكَنَ 'to lodge (someone), put (someone) up'
سَمِعَ 'to hear'	أَسْمَعَ 'to have (someone) listen to (something), to tell (someone)(something)'

Some Form IV verbs have the meaning of going to or toward a place, or getting into a state or condition:

Base Form	Form IV
قَبُلَ 'front, face'	أَقْبَلَ عَلَى 'to approach'
سُرِعَ 'to be fast'	أَسْرَعَ 'to hasten'

Now do Drill 3.

Drill 1. Written. Recognition: Patterns of Forms I-IV.

a. Provide the root and the verb for the Form IV verbal nouns given below:

Verbal Noun (?iFMaLa)	Form IV Verb (?aFMaLa)	Imperfect (yuFMiLu)	Root (FML)
إِكْمَالٌ انتاج اخراج اجلاس اشراف اعجاب	أَكْمَلَ	يُكْمِلُ	ك م ل

b. Identify each of the verbs below as Form I, II, III, or IV. Provide verbal noun for Form II, III and IV verbs. Ex. (تَعَيَّنَ) II عَيَّنَ -

أنتج	أشرف
علم	اثر
حافظ	خرج
وحد	فسر
أخرج	راسل

Drill 2. (On tape) Conjugation: Form IV (perfect, imperfect, jussive).

Drill 3. Transformation: Perfect → negative → negative imperfect.

'I liked working in the company.' → أعجبتني العمل في الشركة .
'I didn't like working in the company.' → لم يعجبني العمل في الشركة .
'I don't like working in the company.' لا يعجبني العمل في الشركة .

- | | | | |
|-----|----------------------|-----|---------------------------|
| ١ - | أسرعنا لأكرامه . | ٥ - | البنات اسرعن لأكرامنا . |
| ٢ - | أقبلوا على الزوّار . | ٦ - | أكرموني أولئك الرجال . |
| ٣ - | أظهرت لهم الترحيب . | ٧ - | أعجبهته محاضرة الاستاذ عن |
| ٤ - | هل أكملت عملك ؟ | | الوضع الحاضر . |
| ٨ - | هل أكملت دراستكم ؟ | | |

2. Particles لَأنَّ 'because', لَكنَّ 'but', إنَّ and أَنَّ 'that'

These words belong to a small group of particles which share the following characteristics:

(1) They introduce clauses. (A clause is an independent sentence or a sentence which forms part of a larger sentence.)

(2) They may not be followed immediately by a verb. They are most commonly followed by a noun or a pronoun suffix, which functions as the subject of the clause.

(3) When the subject is a noun, it is in the accusative case (but a predicate noun or adjective, if present, remains nominative), for example:

لَكنَّ الرَّجُلَ مشهورٌ. 'But the man is famous.'

Following are examples of these particles in equational and verbal sentences (clauses). The examples are in pairs, the first without the particle and the second with it. Subjects are underlined.

Equational

هَذَا الْمَصْنَعُ جَدِيدٌ.	'This factory is new.'
لَكِنَّ هَذَا الْمَصْنَعُ جَدِيدٌ.	'But this factory is new.'
هِيَ ذَاهِبَةٌ إِلَى بَيْرُوتَ.	'She is going to Beirut.'
لِأَنَّهَا ذَاهِبَةٌ إِلَى بَيْرُوتَ.	'... because she is going to Beirut.'
فِي الْمَكْتَبِ رَجُلٌ.	'There's a man in the office.'
لَكِنَّ فِي الْمَكْتَبِ رَجُلًا.	'But there's a man in the office.'

(This last example illustrates the context in which لَكِنَّ or one of the other particles may be followed immediately by something other than the subject noun or pronoun suffix: In an equational sentence, when the subject is an indefinite noun and the predicate is an adverbial word or phrase such as هُنَاكَ 'there' or فِي الْمَكْتَبِ 'in the office', then the predicate follows the particle immediately, and the subject (in the accusative) comes after the predicate.)

Verbal

الْمُوظَّفُونَ يَعْمَلُونَ كُلَّ الْيَوْمِ.	'The employees work all day.'
لَكِنَّ الْمُوظَّفِينَ يَعْمَلُونَ كُلَّ الْيَوْمِ.	'But the employees work all day.'
دَرَسْتَ التَّارِيخَ فِي الْأَزْهَرِ.	'You (m.) studied history at Al-Azhar.'
لِأَنَّكَ دَرَسْتَ التَّارِيخَ فِي الْأَزْهَرِ.	'...because you (m.) studied history at Al-Azhar'
بَعْضُ الْبَدْوِ يَذْهَبُونَ إِلَى الْمَدِينَةِ.	'Some Bedouins go to the city.'
لَكِنَّ بَعْضَ الْبَدْوِ يَذْهَبُونَ إِلَى الْمَدِينَةِ.	'But some Bedouins go to the city.'

In previous lessons the word لَكِنَّ has occurred. Although this also means 'but', it differs from لَكِنَّ in usage: لَكِنَّ never has a pronoun suffix, and may be followed by a verb or any other word. If it is followed by a noun, that noun is nominative.

The particles إِنَّ and أَنَّ both correspond to the English conjunction

"that", in such constructions as "He said that he was a student" and "The minister reported that the assignment had been completed". (Do not confuse this with the demonstrative "that", as in "That is a good idea" or "Hand me that pencil", which corresponds to Arabic هَذَا or هَذِهِ.) The difference between إِنَّ and أَنَّ is that إِنَّ is used after the verb قَالَ 'to say' (or any of its forms), and أَنَّ is used elsewhere. Examples:

قَالَ الزَّائِرُ إِنَّهُ مِنْ بَغْدَادَ.	'The visitor said that he was from Baghdad.'
فِي هَذَا الدَّرْسِ تَعَلَّمْتُ أَنَّ الْحَيَاةَ فِي الصَّحْرَاءِ تَخْتَلِفُ عَنِ الْحَيَاةِ فِي الْمَدِينَةِ.	'I have learned in this lesson that life in the desert is different from life in the city.'

In English, "that" may sometimes be omitted: "The visitor said he was from Baghdad"; but in Arabic إِنَّ or أَنَّ may not be omitted in this way.

When a first person pronoun suffix (singular or plural) is attached to one of these particles, there are two possible forms for each, for example:

لِأَنِّي طَالِبٌ	}	'because I am a student'
لِأَنَّنِي طَالِبٌ		
سَمِعُوا أَنَّا نَدْرُسُ الْعَرَبِيَّةَ.	}	'They heard that we are studying Arabic.'
سَمِعُوا أَنَّنا نَدْرُسُ الْعَرَبِيَّةَ.		

These four particles, and a few others which you will meet later, are traditionally referred to as إِنَّ وَأُخَوَاتُهَا 'inna and its sisters'.

Now do Drills 4, 5 and 6.

Drill 4. Written. Recognition: إِنَّ وَأُخَوَاتُهَا

Vowel the words underlined below.

- ١ - هو مصريّ لكنّ زوجته من لبنان .
 - ٢ - قالوا إنّ الرئيس سافر الى فرنسا .
 - ٣ - هل سمعتم أنّ الامتحان قصير جدا ؟
 - ٤ - انتقلت الى سوريا لأنّ عائلتيها تسكن هناك .
 - ٥ - قال إنّ المرأة هامة جدا في مجتمعنا .
 - ٦ - لم يدرس الفرنسية لكن درستها اخته .
 - ٧ - هل ذكرت أنّ القهوة العربية لا تعجبك ؟
 - ٨ - ذهبنا الى المطار لأنّ موعد الطائرة قريب .
 - ٩ - قرأنا أنّ اقتصاد مصر يعتمد على مياه النيل الى الابد
- حدّ .

Drill 5. (Also on tape) Transformation: Sentence → clause after قال إنّ

'His country is beautiful.' →

بلدّه جميل . ←

'He said that his country was beautiful.'

قال إنّ بلدّه جميل .

- ١ - الحياة في المدينة تختلف عن الحياة في الصحراء .
- ٢ - السدّ العالي يساعد على تقدّم الاقتصاد .
- ٣ - الموظفون يعملون كل اليوم .
- ٤ - وزارة التربية والتعليم تقرر مناهج التعليم .
- ٥ - الاساتذة الجزائريون رجعوا الى بلدهم .
- ٦ - هذه الطيبة مشهورة جدا .
- ٧ - بذلوا جهودا كبيرة في بناء السد الاول .
- ٨ - هو مستعدّ لامتحان في التاريخ الاسلامي .

Drill 6. Written. Combination: Sentences joined with لكنّ or لأنّ

a. With subject pronoun

'The Nile River is very important.'

'The Egyptian economy depends upon it.'

← { نهر النيل هامّ جدًا .
الاقتصاد المصري يعتمد عليه .

'The Nile River is very important because the Egyptian economy depends upon it.'

نهر النيل هامّ جدًا لأنّ
الاقتصاد المصريّ يعتمد عليه .

- ١ - درسنا كل اليوم . الامتحان يشمل دروس الكتاب كلّ .
- ٢ - لا يعجبني هذا الصف . شبايكه صغيرة .
- ٣ - قرأت هذا النص في ربع ساعة . ذلك النص طويل جدًا .
- ٤ - حرية الصحراء شيء جميل . الحياة فيها ليست سهلة .

b. With pronoun suffix

'They honored the old man.'

'He is their father.'

'They honored the old man because he is their father.'

أكرموا الرجل الكبير .
هو والدهم .

أكرموا الرجل الكبير لأنّه والدهم .

- ١ - أظهروا لي الترحيب . أنا زائر في مدينتهم .
- ٢ - البدو يرحلون من مكان الى آخر في الصحراء . هم يبحثون عن الماء .

٣ - أعجبني هذا الفيلم العراقي . هو طويل جدا .

3. Human collective nouns

The nouns عَرَبٌ 'Arabs' and بَدَوٌ 'Bedouins' illustrate a small group of nouns referring to humans that have plural meaning and that form a singular noun by means of the nisba suffix. Thus:

	Singular 'an Arab'	Plural 'Arabs'
Masculine	عَرَبِيٌّ	عَرَبٌ
Feminine	عَرَبِيَّةٌ	عَرَبِيَّاتٌ

The corresponding four forms of بَدَوٌ are بَدَوِيٌّ and بَدَوِيَّةٌ 'a Bedouin', and بَدَوِيَّاتٌ and بَدَوٌ 'Bedouins'.

Another word of this type that has already occurred is اِنْكِلِيزِيَّةٌ which is based on اِنْكِلِيزٌ 'the English' (also spelled اِنْجِلِيزٌ); its masculine

singular form إِنْكِلِيزِيّ 'English' may of course be either a noun or an adjective. The noun for "Americans" is أَمْرِيكَان ; its nisba 'American' may be either أَمْرِيكَانِيّ or أَمْرِيكِيّ, which is based on أَمْرِيكََا 'America'. These two nisba adjectives may have not only the usual feminine singular and plural, but a masculine sound plural as well, أَمْرِيكِيّونَ , which is equivalent to أَمْرِيكَان in meaning.

These nouns, called human collectives, will henceforth be listed in the vocabularies as plural nouns, with the nisba singular after a dash:

بَدَوِيّ - بَدَوِيّ 'Bedouins'

4. Particle فَ 'and, and then, and so'

Both وَ and فَ may mean "and", but differ in the way they are used. وَ is a simple connector:

<u>الْأَسْتَاذُ وَالطَّالِبُ</u>	'the professor and the student'
<u>الْقَلَمُ وَالْوَرَقَةُ</u>	'the pen and the paper'
<u>أَكَلُوا وَشَرِبُوا .</u>	'They ate and drank.'

On the other hand فَ in such contexts implies a certain sequence or order of events: that one thing follows another. Thus it most commonly connects clauses, and can often be translated by "then", "and then", "and so":

<u>رَحَّبُوا بِهِمْ فَقَدَّمُوا لَهُمُ الْقَهْوَةَ .</u>	'They welcomed them and (then) served them coffee.'
----------------------------------------------------------	-----------------------------------------------------

D. Comprehension passage

د - نصوص للفهم

Read the following passage and then do Drill 7.

orienta-
list

ادوارد لين مُستشرق انكليزي مشهور . أقبل لين على مصر في
القرن التاسع عشر فدرس حياة المصريين ولغتهم ، وكتب عنهم كتابا
مشهورا .

قال لين في كتابه ان الحياة في مصر تختلف عن الحياة في
اوربا ، قال كذلك ان المصري يرحب بالزوار ويكرمهم ويقدم اليهم الطعام .
سكن في القاهرة ، وكان له فيها عدد كبير من الاصدقاء . تحدث
في كتابه عن حياته في مصر وعن اصدقائه المصريين فقال : أخبرني صديق
مصري بأن الزواج واجب عليّ لانه واجب كل مصري .
marriage; is my duty

Drill 7. Oral composition.

Prepare a brief conversation (to be presented in class) based on the passage above, using words from the list provided below, or other words you have had.

مستشرق	ادوارد لين	مشهور	درس	هنا	ان	أين
حياة	مصر	انكليزي	كتب	هناك	بعض	هل
لغة	أوربا	مصري	قال	جدّا	ل	ماذا
زائر	القاهرة		اختلف	فقط	لم	ما
طعام			رحّب بـ	أثناء	هل	من
صديق			أكرم		كل	متى
زوجة			قدّم الى		لكن	
واجب على			سكن		ذلك	
			تحدث عن		هو	
			كان		هم	
					ليس	
					هؤلاء	
					معظم	
					لأنّ	

E. General drills

Drill 8. Written. Fill in the blanks in the chart below. Please vowel verb forms fully.

Verbal Noun	Verb		Translation
	Imperfect	Perfect	
كِتَابَةٌ	يَكْتُبُ	كَتَبَ	'to write'
	يَقْدُمُ		
اِسْرَاع			
			'to please'
		أَظْهَرَ	
سَفَر			
	يَشَارِكُ		
زَهَاب			
			'to appoint'
	يَكْرِمُ		
			'to read'
		شَاهَدَ	

Drill 9. (Also on tape) Transformation: Singular → plural.

'The Bedouin moves from place to place.' البدويّ يرحل من مكان الى مكان.

'The Bedouins move from place to place.' البدو يرحلون من مكان الى مكان.

- ١ - هذا الكتاب الامريكى مشهور جداً . ٥ - هل لوح هذا الصف قديم ؟
- ٢ - المرأة تقدّم الخدمات للمجتمع . ٦ - موظّف الشركة استقبل مديره .
- ٣ - أرسلت رسالة طويلة الى عائلته . ٧ - ذهب لزيارة ذلك البلد .
- ٤ - ذلك الرجل الانكليزيّ موظّف في الحكومة .

Drill 10. (Also on tape) Transformation: Positive → relative.

'The chair is new' -- 'the table' →

الكرسيّ جديد • - الطاولة

"The chair is newer than the table."

الكرسيّ أجدّ من الطاولة •

- ١ - القراءة هامّة - الكتابة
- ٢ - السدّ العالي كبير - سدّ اسوان
- ٣ - هذه الكلمة طويلة - تلك الكلمة
- ٤ - عدد الاطباء كثير - عدد الطبيّيات
- ٥ - هذا الشارع قصير - ذلك الشارع
- ٦ - المكتبة بعيدة - المتحف
- ٧ - المكتب صغير - الصّفّ
- ٨ - الكاتب مشهور - الاستاذ
- ٩ - جهودى عظيمة - جهودك
- ١٠ - مكتبي قريب - مكتبك

Drill 11. Written. Completion/Translation.

Complete the following sentences, and then translate them.

I said

- ١ - ذكر فريد أنّه _____ •
- ٢ - قُلْتُ انّي _____ •
- ٣ - سافرت الى الشرق الاوسط لـ _____ •
- ٤ - رجعوا الى بلدهم بعد _____ •
- ٥ - كانت صديقتي مريم _____ •
- ٦ - بعض الطلاب _____ •
- ٧ - ذهبنا الى نيويورك فـ _____ •
- ٨ - هذا البناء أعلى _____ •
- ٩ - مراسلو الجريدة كلّهم _____ •
- ١٠ - موعد الامتحان في الساعة _____ •

Drill 12. (On tape) Written. Dictation.

أ - النصّ الاساسيّ

مراسل اجنبيّ في تونس

تقدّم مراسل امريكيّ بطلب ليعمل في جريدة " العمل " التونسيّة
وقابل المدير . وهذا موجز المقابلة :

summary

- المدير : شكرا على تقدّمك بهذا الطلب . كيف عرفت أنّ جريدتنا بحاجة الى مراسل أجنبيّ ؟
- المراسل : عرفت ذلك من صديق .
- المدير : أيّ اللغات تتكلّم ؟
- المراسل : أتكلّم العربيّة والفرنسيّة الى جانب الانكليزية .
- المدير : وأين تعمل الآن ؟
- المراسل : أعمل في جريدة " التايمز " . أتناول في مقالاتي العالم العربيّ .
- المدير : هل ستمكّن من الإقامة في تونس ؟
- المراسل : لن أتمكّن من ذلك حتى أحصل على عمل في جريدتكم .
- المدير : حسناً . الحكومة عادة تتعاون معنا في مثل هذه الامور . سوف ننظر في طلبك .
- المراسل : شكرا . سأكون في الانتظار .

A. Basic text

A Foreign Reporter in Tunis

An American reporter submitted an application to work on the Tunisian newspaper Al-'Amal, and he had an interview with the director. This is a summary of the interview:

Director: Thank you for submitting this application. How did you learn that our newspaper was in need of a foreign reporter?

Reporter: I found out from a friend.

Director: What languages do you speak?

Reporter: I speak Arabic and French, in addition to English.

Director: Where do you work now?

Reporter: I work on the Times. In my articles I deal with the Arab world.

Director: Will you be able to stay in Tunis?

Reporter: I won't be able to until I get a job on your newspaper.

Director: Fine. The government usually cooperates with us in matters such as these. We will consider your application.

Reporter: Thank you. I will be waiting.

B. Vocabulary

ب - المفردات

تَقَدَّمَ ب

he submitted; he presented, offered, served

طَلَبَ ، طَلَبَ

to request, ask for; to apply for

شُكْرًا (على)

thanks (for)

تَقَدَّمَ ب

submission, presenting

كَيْفَ

how?

عَرَفَ ، مَعْرِفَةً

(perfect tense) to find out, learn, come to know; (imperfect tense) to know

حَاجَةً - ات

need

حَاجَةً إِلَى ، فِي حَاجَةٍ إِلَى

in need of

تَتَكَلَّمُ	you (m.s.) speak
أَتَكَلَّمُ	I speak
التَّائِمَز	<u>The Times</u>
أَتَنَاوَلُ	I deal with, treat
مَقَالَةٌ ، مَقَالَةٌ - ات	article; essay
سُ	(foll. by indic.) will, going to
تَتَمَكَّنُ مِنْ	(foll. by verbal noun) you are able to, can
لَنْ	(foll. by subjunctive) will not
أَتَمَكَّنُ مِنْ	(subjunctive) I can
حَتَّى	(foll. by subjunctive) until; in order that; (foll. by perfect) until
حَسَنًا	fine! that will be fine!
تَتَعَاوَنُ (مع)	she cooperates (with)
مِثْلُ	the likes of, such...as...
أَمْرٌ - أُمُورٌ	matter, affair, concern
سَوْفَ	(foll. by indic.) will, going to...
نَظَرَ ، نَظَرَ فِي	to look into, consider, study
سَأَكُونُ	I will be
إِنْتِظَارٌ	waiting (n.), wait; expectation
سَأَكُونُ فِي الْإِنْتِظَارِ	I will be waiting, expecting

C. Grammar and drills

ج - القواعد والتمارين

1. Form V verbs and verbal nouns
2. Form VI verbs and verbal nouns
3. Future: سَوْفَ or سَ with imperfect
4. The subjunctive mood
5. Cardinal and ordinal numbers: 20 to 99

1. Form V verbs and verbal nouns

a. Form

Form V verbs are characterized by having stems with a prefix ت ta- and a double middle radical, for example:

<u>Perfect</u>	<u>Imperfect</u>	
تَكَلَّمَ	يَتَكَلَّمُ	'to speak'

The perfect stem has the pattern taFaMMaL- (prefix ت ta-, middle radical double, stem vowel and preceding vowel both always a), as in تَكَلَّمَ above:

stem takallam-. The imperfect stem also has the pattern taFaMMaL- as in يَتَكَلَّمُ above: stem -takallam-. The vowel of Form V subject-marker prefixes is a, as it is in Form I and Forms VI through X.

The following chart shows the perfect, imperfect, and jussive forms of a typical Form V verb.

تَكَلَّمَ 'to speak'

	PERFECT	IMPERFECT		
		Indicative		Jussive
3 MS	تَكَلَّمَ 'he spoke'	يَتَكَلَّمُ 'he speaks'		يَتَكَلَّمْ
FS	تَكَلَّمَتْ 'she spoke'	تَتَكَلَّمُ 'she speaks'		تَتَكَلَّمْ
2 MS	تَكَلَّمْتُمْ 'you spoke'	تَتَكَلَّمُ 'you speak'		تَتَكَلَّمْ
FS	تَكَلَّمْتُمْ 'you spoke'	تَتَكَلَّمِينَ 'you speak'		تَتَكَلَّمِي
1 S	تَكَلَّمْتُ 'I spoke'	أَتَكَلَّمُ 'I speak'		أَتَكَلَّمْ
3 MP	تَكَلَّمُوا 'they spoke'	يَتَكَلَّمُونَ 'they speak'		يَتَكَلَّمُوا
FP	تَكَلَّمْنَ 'they spoke'	يَتَكَلَّمْنَ 'they speak'		يَتَكَلَّمْنَ
2 MP	تَكَلَّمْتُمْ 'you spoke'	تَتَكَلَّمُونَ 'you speak'		تَتَكَلَّمُوا
FP	تَكَلَّمْتُنَّ 'you spoke'	تَتَكَلَّمْنَ 'you speak'		تَتَكَلَّمْنَ
1 P	تَكَلَّمْنَا 'we spoke'	نَتَكَلَّمُ 'we speak'		نَتَكَلَّمْ

The verbal noun of Form V verbs has the pattern taFaMMuL; for example, the verbal noun of تَكَلَّمَ 'to speak' is تَكْلَم 'speaking, speech'. The following list shows the Form V verbs which have occurred so far (imperfect in parentheses) and their verbal nouns:

Form V verb	Verbal noun
تَحَدَّثَ (يَتَحَدَّثُ) 'to talk'	تَحَدُّثٌ 'talking, talk'
تَعَلَّمَ (يَتَعَلَّمُ) 'to learn'	تَعْلَمٌ 'learning'
تَقَدَّمَ (يَتَقَدَّمُ) 'to advance'	تَقَدُّمٌ 'advancement, progress'
تَقَدَّمَ (يَتَقَدَّمُ) 'to submit (something)'	تَقَدُّمٌ 'submitting'
تَكَلَّمَ (يَتَكَلَّمُ) 'to speak'	تَكْلَمٌ 'speaking'
تَمَكَّنَ (يَتَمَكَّنُ) 'to be able to'	تَمَكُّنٌ 'ability to'

Some Form V verbs have not only their regular verbal nouns but also employ a common noun as an alternate verbal noun. Thus, in addition to تَكْلَم 'talking' the noun كَلَام 'talk, speech' is often used as the verbal noun of تَكَلَّمَ 'to talk, speak'. For example, in the sentence

تَكَلَّمَ كَثِيرًا، وَكَانَ كَلَامُهُ جَمِيلًا. 'He spoke a lot, and his speech was beautiful.'

it is less usual to use تَكْلَم in place of كَلَام.

Such nouns which may replace verbal nouns will be listed in the vocabularies after a slash, e.g.

تَكَلَّمَ ، تَكْلَم / كَلَام	'to talk, speak'
تَحَدَّثَ ، تَحَدُّثٌ / حَدِيثٌ	'to talk, converse'
تَعَلَّمَ ، تَعْلَمٌ / عِلْمٌ	'to learn, be educated'
تَزَوَّجَ ، تَزْوِجٌ / زَوَاجٌ	'to marry'

b. Meaning

Form V verbs are typically related in meaning to Form II verbs rather than Form I. Their meaning is often reflexive--the action indicated by the Form II verb (for example عَلَّمَ 'to teach') is viewed as being undergone by the subject of the Form V verb, whether as a result of that subject's own action or that of another agency (تَعَلَّمَ 'to teach oneself', or 'to be taught'; that is, 'to learn'). In many cases a Form V verb is best translated as an English passive. Following are examples of these various meanings.

<u>Form II</u>		<u>Form V</u>	
قَدَّمَ	'to present (something)'	تَقَدَّمَ	'to present oneself; to come forward; progress'
قَرَّرَ	'to decide (something)'	تَقَرَّرَ	'to be decided'
مَكَّنَ مِنْ	'to enable (someone) to (do something)'	تَمَكَّنَ مِنْ	'to become able to (do something)'
كَلَّمَ	'to speak to, address (someone)'	تَكَلَّمَ	'to speak'

Some Form V verbs are based on nouns, and have imitative meaning: "to be, become, or pretend to be like that noun or those associated with it", for example:

<u>Base form</u>	<u>Form V</u>
مِصْرُ 'Egypt'	تَمَصَّرَ 'to become an Egyptian, adopt Egyptian ways'

Now do Drills 1 and 2.

Drill 1. Written. Recognition: Pattern of Forms II and V.

Fill in the blanks in the chart below. Write in the vowels.

Imperfect yataFaMMaLu	Form V Verb (taFaMMaLa)	Form II Verb (FaMMaLa)	Root (FML)
يَتَقَدَّمُ	تَقَدَّمَ	قَدَّمَ	قدم
			صرف
			وفر
			زوج
			غير
			أثر

Drill 2. (On tape) Conjugation: Form V .

2. Form VI verbs and verbal nouns

a. Form

Form VI verbs are characterized by having stems with a prefix ^ت ta- and a long vowel after the first radical, for example:

<u>Perfect</u>	<u>Imperfect</u>	
تَرَاوَلَّ	يَتَرَاوَلُّ	'to correspond' (exchange letters)

The perfect stem has the pattern taFaaMaL- (prefix ^ت ta-, long vowel aa after the first radical, stem vowel a), as in تَرَاوَلَّ above: stem taraasal-. The imperfect stem also has the pattern -taFaaMaL-, as in يَتَرَاوَلُّ above; stem -taraasal-. The vowel of Form VI subject-marker prefixes is a, as it is in all the ten Forms except II, III, and IV.

The following chart shows the perfect, imperfect, and jussive forms of a typical Form VI verb.

تَراسَّلَ 'to correspond'

	PERFECT	IMPERFECT	
		Indicative	Jussive
3 MS	تَراسَّلَ 'he corresponded'	يَتَراسَّلُ 'he corresponds'	يَتَراسَّلْ
FS	تَراسَّلَتْ 'she corresponded'	تَتَراسَّلُ 'she corresponds'	تَتَراسَّلْ
2 MS	تَراسَّلْتُمْ 'you corresponded'	تَتَراسَّلُ 'you correspond'	تَتَراسَّلْ
FS	تَراسَّلْتِ 'you corresponded'	تَتَراسَّلِينَ 'you correspond'	تَتَراسَّلِي
1 S	تَراسَّلْتُ 'I corresponded'	أَتَراسَّلُ 'I correspond'	أَتَراسَّلْ
3 MP	تَراسَّلُوا 'they corresponded'	يَتَراسَّلُونَ 'they correspond'	يَتَراسَّلُوا
FP	تَراسَّلْنَ 'they corresponded'	يَتَراسَّلْنَ 'they correspond'	يَتَراسَّلْنَ
2 MP	تَراسَّلْتُمْ 'you corresponded'	تَتَراسَّلُونَ 'you correspond'	تَتَراسَّلُوا
FP	تَراسَّلْتُنَّ 'you corresponded'	تَتَراسَّلْنَ 'you correspond'	تَتَراسَّلْنَ
1 P	تَراسَّلْنَا 'we corresponded'	نَتَراسَّلُ 'we correspond'	نَتَراسَّلْ

The verbal noun of Form VI verbs has the pattern taFaaMuL; for example, the verbal noun of تَراسَّلَ 'to correspond' is تَراسُّلٌ 'correspondence'. (Note that both Form V and Form VI verbal nouns have u as their stem vowel: تَقَدُّمٌ 'progress' and تَراسُّلٌ 'correspondence'.) In addition to تَراسَّلَ, used as a model above, two Form VI verbs have occurred so far. These three verbs are listed below (imperfect in parentheses) with their verbal nouns:

Form VI verb	Verbal noun
(يَتَراسَّلُ) تَراسَّلَ 'to correspond'	تَراسُّلٌ 'correspondence'
(يَتَعاوَنُ) تَعاوَنَ 'to cooperate'	تَعاوُنٌ 'cooperation'
(يَتَناوَلُ) تَناوَلَ 'to deal with'	تَناوُلٌ 'dealing with'

b. Meaning

Form VI verbs are typically related in meaning to Form III verbs. In some cases the relationship is similar to that of Form V with Form II: the Form VI

verb is the reflexive of the Form III. In particular, Form VI verbs typically (not always) express reciprocity: two or more subjects perform on each other the action denoted by the Form III verb, for example

<u>Form III</u>		<u>Form VI</u>	
عَاوَنَ	'to help'	تَعَاوَنَ	'to help one another, to cooperate'
قَابَلَ	'to meet (someone)'	تَقَابَلَ	'to meet, meet together'
رَاسَلَ	'to write to (someone)'	تَرَاسَلَ	'to write to one another, to correspond'

In this meaning, of course, the subject is often dual or plural:

تَعَاوَنُوا فِي بِنَاءِ السَّدِّ .	'They cooperated in the building of the dam.'
------------------------------------	-----------------------------------------------

When the subject of a reciprocal Form VI verb is singular, a preposition is generally required. Contrast this with the corresponding Form III verb, which usually takes a direct object:

<u>Form III</u>	
قَابَلَ فَرِيدٌ مَرْيَمَ .	'Farid met Maryam.'
عَاوَنَهُمْ فِي عَمَلِهِمْ .	'He helped them in their work.'
<u>Form VI</u>	
تَقَابَلَ فَرِيدٌ وَمَرْيَمُ .	'Farid and Maryam met.'
تَعَاوَنَ مَعَهُمْ فِي عَمَلِهِمْ .	'He cooperated with them in their work.'

Now do Drills 3, 4, and 5.

Drill 3. Written. Recognition: Pattern of Forms III and VI.

Provide the Form III and Form VI verb and verbal noun for each of the roots below:

Verbal Noun VI taFaaMuL	Form VI (taFaaMaLa)	Form III (FaaMaLa)	Root (FML)
تَعَاوُنٌ	تَعَاوَنَ	عَاوَنَ	عَوْن
			رسل
			بدل
			قبل
			شرك
			صدق

Drill 4. (On tape) Conjugation: Form VI.

Drill 5. Substitution.

Substitute the following phrases for the underlined phrase, using the verbal noun that corresponds to the verb in the phrase. Ex.

'You were able to stay in Egypt.'

تمكنت من الإقامة في مصر.

'You went to the meeting.'

ذهبت الى الاجتماع .

'You were able to go to the meeting.'

تمكنت من الذهاب الى الاجتماع .

٧ - تناولت موضوع الحرية

١ - نظرت في طلبه .

السياسة في مقالاتك .

٢ - درست العربية .

٨ - حصلت على شهادة الدكتوراه .

٣ - شاركت في بناء المصنع .

٩ - بذلت جهودا عظيمة .

٤ - عينت الوزير الجديد .

١٠ - تابعت دراستك .

٥ - تعاونت معه .

١١ - اظهرت الترحيب له .

٦ - نشرت كتابا جديدا .

3. Future: سَوْفَ or سَ with imperfect

Future time in Arabic is expressed by the particle سَوْفَ 'will, shall, going to' (invariable in form) followed by an imperfect indicative verb form:

سَوْفَ نَنْظُرُ فِي طَلَبِكَ .	'We will look into your request.'
سَوْفَ يَتَقَدَّمُ مُعْظَمُ الطُّلَّابِ بِطَلَبَاتٍ أُخْرَى لِلْعَمَلِ .	'Most of the students are going to submit other job applications.'

سَوْفَ, which is more formal, is usually shortened to سَ , which is prefixed to the indicative form of the verb:

سَنْظُرُ فِي طَلَبِكَ .	'We will look into your request.'
سَأُدرُسُ الْعَرَبِيَّةَ فِي جَامِعَةِ جُورجتاون .	'I'm going to study Arabic at Georgetown University.'

The imperfect indicative forms of كَانَ 'to be', used with سَوْفَ or سَ to mean "he will be", "she will be", etc. are as follows.

3 MS	يَكُونُ	3 MP	يَكُونُونَ
FS	تَكُونُ	FP	يَكُنَّ
2 MS	تَكُونُ	2 MP	تَكُونُونَ
FS	تَكُونِينَ	FP	تَكُنَّ
1 S	أَكُونُ	1 P	نَكُونُ

Examples:

سَأَكُونُ هُنَا غَدًا .	'I'll be here tomorrow.'
سَيَكُونُ الْمُدِيرُ فِي مَكْتَبِهِ غَدًا مِنْ السَّاعَةِ الثَّامِنَةِ حَتَّى السَّاعَةِ الرَّابِعَةِ .	'The director will be in his office tomorrow from eight to four.'

A سَوْفَ construction may be made negative by use of the negative particle لا 'not' immediately before the imperfect verb, particularly in journalistic Arabic:

سَوْفَ لَا أَتَمَكَّنُ مِنَ الْإِقَامَةِ هُنَا .	'I will not be able to stay here.'
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If the prefix سَ is used, no negative is possible. For the usual way to express

future negative, see C.4 below.

Now do Drill 6.

Drill 6. (Also on tape) Transformation: سَ and سَوْفَ .

Make the following sentences future using first سَ and then سَوْفَ . Ex.

'I can (am able to) stay here.' →

أَتَمَكُنُ مِنَ الْإِقَامَةِ هُنَا. ←

'I will be able to stay here.' →

سَأَتَمَكُنُ مِنَ الْإِقَامَةِ هُنَا. ←

'I will be able to stay here.'

سَوْفَ أَتَمَكُنُ مِنَ الْإِقَامَةِ هُنَا .

- ١ - يتناول هذا الموضوع في مقالته .
- ٢ - تتكلم العربية في محاضراتها .
- ٣ - يرحلون من مكان الى مكان في الصحراء .
- ٤ - المراسلات يقابلن الرئيس غدا .
- ٥ - أبحث عن عمل في هذه المدينة .
- ٦ - يسرعون الى الترحيب بالزائر الاجنبي .
- ٧ - تقدم لهم الطعام والشراب .
- ٨ - يساعد على تقدم الاقتصاد .
- ٩ - يقبل الزائر على الهدو فيكرمونه .
- ١٠ - افعل ذلك كل يوم .
- ١١ - نترك الكتب في الصف كل يوم .

4. The Subjunctive Mood

a. Form

The subjunctive differs from the indicative in two ways: (1) final u mood marker is changed to a, e.g. يَدْرُسُ and يَدْرُسْ ; and (2) نَ- after a long vowel is dropped e.g. يَدْرُسُونَ and يَدْرُسُوا . (Note that, as with any plural verb ending in و an ا is added here.) The feminine plural نَ- remains the same for indicative, jussive and subjunctive. The following chart

compares the three moods of **دَرَسَ** :

	Singular				
	أنا	انتَ	انتَ	هي	هو
Indicative	أَدْرُسُ	تَدْرُسِينَ	تَدْرُسُ	تَدْرُسُ	يَدْرُسُ
Subjunctive	أُدْرُسَ	تَدْرُسِي	تَدْرُسَ	تَدْرُسَ	يَدْرُسَ
Jussive	أُدْرُسْ	تَدْرُسِي	تَدْرُسْ	تَدْرُسْ	يَدْرُسْ
	Plural				
	نحن	انتن	انتم	هن	هم
Indicative	نَدْرُسُ	تَدْرُسْنَ	تَدْرُسُونَ	يَدْرُسْنَ	يَدْرُسُونَ
Subjunctive	نَدْرُسَ	تَدْرُسْنَ	تَدْرُسُوا	يَدْرُسْنَ	يَدْرُسُوا
Jussive	نَدْرُسْ	تَدْرُسْنَ	تَدْرُسُوا	يَدْرُسْنَ	يَدْرُسُوا

b. Uses.

The subjunctive is used only when required by a word or expression in the sentence. Three such words are **لَنْ** 'will not', **حَتَّى** 'until, up to the point that' and **لِ** 'in order that'.

(1) **لَنْ** 'will not', 'will not at all' negates the future; it directly precedes the subjunctive without **سَوْفَ** or **سَوْفَ** and is stronger than **سَوْفَ لَا** :

لَنْ نُشَارِكَ فِي تَعْيِينَ وُزَرَاءَ جَدِّ.	'We will not participate in the appointment of new ministers.'
لَنْ يَسَافِرُوا غَدًا.	'They will not leave tomorrow.'
أَلَنْ تَتَكَلَّمِي عَنْ تَارِيخِهِمْ ؟	'Won't you talk about their history?'
لَنْ يَكُونَ الْمُدِيرُ فِي مَكْتَبِهِ غَدًا.	'The director will not be in his office tomorrow.'

(2) **حَتَّى** 'in order that' is illustrated in the following:

حَضَرُوا إِلَى أَمْرِيكَ حَتَّى يَحْضُوا عَلَى الشَّهَادَةِ .	'They came to America in order to get their degree.'
---------------------------------------------------------------	------------------------------------------------------

'until' may also occur with the perfect tense if the action has been completed:

دَرَسُوا حَتَّى حَصَلُوا عَلَى الدُّكْتُورَاهِ .	'They studied until they got the Ph.D.'
سَاعَدْتُهُ حَتَّى حَصَلَ عَلَى الشَّهَادَةِ .	'I helped him until he got his degree.'

(3) ل 'in order that, so that' denotes purpose; it is generally best translated into English with "to" plus an infinitive:

قَدَّمُوا طَلَبًا لِيَعْمَلُوا فِي جَرِيدَةِ الْحَيَاةِ .	'They submitted a request to work (in order that they work) on the <u>Hayat</u> .'
-----------------------------------------------------------	------------------------------------------------------------------------------------

There are several common particles that mean the same as ل and function the same way: لِكَيْ , كَيْ , and حَتَّى , all meaning "in order that". The negatives of purpose are كَيْلَا or لِكَيْلَا , or لَيْلَا , 'in order that... not, so that...not', 'lest'. Further examples:

بَحَثَ عَنْ كِتَابٍ تَارِيخٍ لِيَقْرَأَ عَنْ أوروپَا الْقَدِيمَةِ .	'He looked for a history book to read about ancient Europe.'
سَنَتَكَلَّمُ مَعَ الْمُدِيرِ لِكَيْ نَعْمَلَ فِي الشَّرَكَةِ .	'We're going to talk with the director so that we can work in the company.'
شَارَكُوا فِي بِنَاءِ السَّدِّ حَتَّى يُسَاعِدُوا عَلَى تَقَدُّمِ الْبَلَدِ .	'They participated in the building of the dam in order to help in the country's progress.'
بَذَلْنَا جُهْدًا كَبِيرًا كَيْلَا يُسَافِرُوا .	'We did our best so they would not leave.'

If an equational sentence follows a word requiring the subjunctive, the appropriate form of the subjunctive of كَانَ is inserted; compare:

هُوَ مُعَلِّمٌ .	'He is a teacher.'
يَدْرُسُ لِيَكُونَ مُعَلِّمًا .	'He is studying to be a teacher.'

Another major use of the subjunctive will be dealt with in Lesson 22. Now do Drills 7 (on tape), 8, and 9.

Drill 7. (On tape) Conjugation: Subjunctive.

Drill 8. Transformation/Translation.

Combine the two sentences into one using the word indicated in parentheses.

Translate each sentence. Ex.

'He travelled to Lebanon.'

'He looked for work there.'

'He travelled to Lebanon to look for work there.'

← { سافر الى لبنان .
بحث عن عمل هناك . (ل)
سافر الى لبنان ليبحث عن
عمل هناك .

١ - ذهبت الى مصر . شاهدت الآثار القديمة هناك . (كي)

٢ - سكن هنا . حضرت عائلته . (حتى)

٣ - أسرعنا . رحبنا بالزائر . (ل)

٤ - يقدمون الخدمات الكثيرة . تقدم المجتمع . (حتى)

٥ - يسافر احيانا الى نيويورك . حضر اجتماعات هامة . (لكي)

Drill 9. (Also on tape) Transformation: Verbal noun → ل + Subjunctive.

'He travelled to Lebanon to look for work.' ← سافر الى لبنان للبحث عن عمل .

سافر الى لبنان ليبحث عن عمل .

١ - يبذلون جهودا كبيرة للحصول على شهادة الماجستير .

٢ - سافرت الى فرنسا للمشاركة في بناء المصنع الجديد .

٣ - يرحلون من مكان الى مكان للبحث عن الماء .

٤ - رجعت الى بلدها للدراسة هناك .

٥ - ذهبن الى السينما لمشاهدة الفيلم الجديد .

5. Cardinal and ordinal numbers: 20 to 99

a. Cardinals

The multiples of ten from 'twenty' to 'ninety' have the masculine sound plural endings ونَ -uuna (nominative) and ينَ -iina (genitive and accusa-

tive). They are as follows:

٢٠	عِشْرُونَ	'twenty'
٣٠	ثَلَاثُونَ	'thirty'
٤٠	أَرْبَعُونَ	'forty'
٥٠	خَمْسُونَ	'fifty'
٦٠	سِتُونَ	'sixty'
٧٠	سَبْعُونَ	'seventy'
٨٠	ثَمَانُونَ	'eighty'
٩٠	تِسْعُونَ	'ninety'

Numbers between the multiples of ten are phrases consisting of (first) the units number and (second) the tens number preceded by وَ, for example, خَمْسَةٌ وَعِشْرُونَ 'twenty-five' (literally "five and twenty"). For "one" in such phrases, both وَاحِدٌ and أَحَدٌ are used. Examples:

٢١	وَاحِدٌ وَعِشْرُونَ	} 'twenty-one'
٢١	أَحَدٌ وَعِشْرُونَ	
٢٢	اِثْنَانِ وَعِشْرُونَ	'twenty-two'
٢٣	ثَلَاثَةٌ وَعِشْرُونَ	'twenty-three'
٣٤	أَرْبَعَةٌ وَثَلَاثُونَ	'thirty-four'
٦٧	سَبْعَةٌ وَسِتُونَ	'sixty-seven'

b. Ordinals

The ordinals corresponding to the multiples of ten are simply the cardinals themselves with the definite article. They agree in case with the noun they modify but are invariable as to gender.

الْيَوْمُ الْعِشْرُونَ	'the twentieth day'
بَعْدَ الْيَوْمِ الْعِشْرِينَ	'after the twentieth day'
السَّنَةُ الْأَرْبَعُونَ	'the fortieth year'
فِي السَّنَةِ الْأَرْبَعِينَ	'in the fortieth year'

Ordinals between the multiples of ten are phrases consisting of (first) one of the ordinals "first" to "hinth" with the definite article and (second) one of the ordinals "twenty" to "ninety" also with the definite article. The unit ordinal agrees with the noun in case and gender; the tens ordinal agrees in case. For "first" in these phrases, **الْحَادِيَّةُ** (f. **الْحَادِيَّةُ**) is used instead of **الْأَوَّلُ** (f. **الْأُولَى**). Examples:

الدَّرْسُ الْحَادِي وَالْعِشْرُونَ	'the twenty-first lesson'
فِي الدَّرْسِ الْحَادِي وَالْعِشْرِينَ	'in the twenty-first lesson'
هَذِهِ هِيَ الْجُمْلَةُ الْحَادِيَّةُ وَالْعِشْرُونَ.	'This is the twenty-first sentence.'
قَرَأْتُ الْجُمْلَةَ الْحَادِيَّةَ وَالْعِشْرِينَ.	'I have read the twenty-first sentence.'
الْيَوْمُ الثَّانِي وَالثَّلَاثُونَ	'the thirty-second day'
فِي السَّنَةِ الْخَامِسَةِ وَالثَّمَانِينَ	'in the eighty-fifth year'

Now do Drills 10, 11, and 12.

Drill 10. Written: Cardinal numbers.

Ex.

'23' →

← ٢٣

'twenty-three'

ثَلَاثَةٌ وَعِشْرُونَ

٣٤

٧٠

٦٥

٥٨

٤٩

٩٢

٢٧

٨٠

Drill 11. (Also on tape) Substitution: Ordinal numerals.

a. 'The twenty-seventh letter is long.' الرسالة السابعة والعشرون طويلة.

٤ - خمسة وعشرون

١ - ثلاثة وثلاثون

٥ - ثمانية وسبعون

٢ - ستة وتسعون

٦ - واحد وخمسون

٣ - أربعون

b. 'There are important rules in the twenty-seventh lesson.'

في الدرس السابع والعشرين

قواعد هامة .

٤ - اثنان وثلاثون

١ - واحد وعشرون

٥ - اربعة وسبعون

٢ - ستة وستون

٦ - تسعون

٣ - خمسة وثمانون

Drill 12. Variable Substitution: Ordinals.

'I read the twenty-first lesson.'

قرأت الدرس الحادي والعشرين .

المقالة

الرسالة

اربعون

ستة وخمسون

الكتاب

النص

واحد وستون

اثنان وثمانون

D. Comprehension passage

د - نصوص للفهم

(1) Read the following passage; then do Drill 13.

قاهل عدد من مديري المصانع الجزائرية وزير الصناعة في industry
الساعة العاشرة من صباح امس . تحدث الوزير معهم وقتاً طويلاً . قال :

" في الجزائر الآن عدد كبير من المصانع ، ولكن دولتنا بحاجة

الى عدد اكبر . سوف تقدم بعض الدول الأوروبية لنا المساعدة في بناء هذه European

المصانع ، وسوف تتعاون معنا بعض الجامعات الاجنبية في تدريب الموظفين . training

وقدمت الى رئيس الوزراء طلباً يتعلّق بهذا الامر ، وسوف ينظر في a request which is related to

prime minister

soon

الطلب قريباً . "

نشرت جريدة "المجاهد" الجزائرية صباح اليوم مقالة عن

مقابلة المديرين للوزير • قال كاتب المقالة :
"حكومتنا اليوم تعمل على تقدّم الاقتصاد الجزائري ، والصناعة
تساعد على التقدّم " •

Drill 13. Questions.

أسئلة

- ١ - الى من تحدّث الوزير صباح امس ؟
- ٢ - أيّ دول ستساعد الجزائر في بناء المصانع الجديدة ؟
- ٣ - من سيساعد على تعليم الموظفين الجزائريين ؟
- ٤ - أيّ جريدة نشرت مقالة عن المقابلة ؟
- ٥ - ماذا قالت المقالة عن الصناعة ؟

(2) Listen to the passage on tape and then do Drill 14.

Drill 14. (On tape) Passage for aural comprehension.

أسئلة

- ١ - هل ميخائيل نعيمة كاتب مشهور ؟
- ٢ - أين درس ميخائيل نعيمة ؟
- ٣ - الى أين رحل نعيمة بعد دراسته في أوروبا ؟
- ٤ - من أين ميخائيل نعيمة ؟
- ٥ - أين سكن ميخائيل نعيمة بعد رجوعه من أمريكا ؟

E. General drills

هـ - التمارين العامة

Drill 15. Negation.

'I found that out from my friend.' →

عرفت ذلك من صديقي • ←

'I didn't find that out from my friend.'

لم اعرف ذلك من صديقي •

- ١ - سأتمكن من مساعدتك •

- ٢ - الحياة في الصحراء سهلة .
- ٣ - تعجبني زيارة المتاحف .
- ٤ - يتعاون عادة مع المصريين في جهودهم .
- ٥ - احمد اطول طالب في الصف .
- ٦ - سافر الى الجزائر لحضور الاجتماع .
- ٧ - قواعد هذا الدرس هامة .
- ٨ - تختلف الحياة في بلدنا عن الحياة في بلدكم .
- ٩ - سافر صديقي الى الشرق الاوسط للتجارة فقط .
- ١٠ - قرأت شيئا عن تاريخ مصر .

Drill 16. Written: Cognate accusative.

Fill in the blank with the noun or verbal noun which corresponds to the verb of the sentence.

- ١ - تقدّم اقتصاد مصر ——— عظيما بعد بناء السد العالي .
- ٢ - رحبنا بالزائر ——— جميلا .
- ٣ - تساعد النساء ——— كهيرة على تقدّم المجتمع الامريكي .
- ٤ - بحث الوزراء الوضع ——— طويلا .
- ٥ - تعاونت الدول ——— عظيما في بناء السد .

Drill 17. Written. Translation.

Farid met with Professor Hussein at 10:00 to discuss studying in America next year. The professor welcomed Farid and served (presented) him Arabic coffee. During the visit Farid said, "I will not return until I get the masters degree."

And Professor Hussein said, "After your return you will be able to render many services to Arab society and to work for its advancement."

Drill 18. Completion. Vocabulary.

Fill in the blanks choosing from the following list of words. Make any necessary changes.

جريدة ، وظائف ، جهود ، ليس ، ساعة ، منهج ، مستعد
امرأة ، ذلك ، جمل ، قابل ، بناء ، صف ، نهر ، واجب
عنوان ، عودة ، عدد ، طعام ، امام .

- ١ - بذل المصريون ——— كبيرة في بناء السد العالي .
- ٢ - النيل اطول ——— في العالم .
- ٣ - تقرر وزارة التربية والتعليم ——— التعليم في المدارس .
- ٤ - للنساء في بعض البلاد العربية حق الحصول على ——— حكومية عالية .
- ٥ - ما ——— محاضرة استاذنا اليوم ؟
- ٦ - سأستقبلُ صديقي في ——— العاشرة في المطار .
I will meet
- ٧ - ——— المدير المراسل في مكتبه .
- ٨ - هل انت ——— للامتحان في اللغة العربية يا وليم ؟
- ٩ - اكتب لك هذه الرسالة بعد ——— من الشرق الاوسط .
- ١٠ - هل تعرف هذا ——— الجديد ؟
- ١١ - بعد ——— شربنا قهوة عربية في المطعم .
- ١٢ - رجب الهدوي بالزائر وقدم له ——— .
- ١٣ - قرأ فريد ——— النص الاساسي .
- ١٤ - شاهدنا فيلما بعنوان رجل و ——— .
- ١٥ - قرأت عن ذلك في ——— المساء البيروتية .

أ - النص الاساسي

الانتخابات

في الولايات المتحدة الامريكية

- ١ - شريف : كيف تنتخبون رئيس الجمهورية في امريكا ؟
- ٢ - جولي : يجتمع الحزبان الرئيسيان لينتخبا مرشحيهما ، ثم ينتخب الشعب أحد هذين المرشحين .
- ٣ - شريف : متى تجري الانتخابات في امريكا ؟
take place
- ٤ - جولي : كل اربعة اعوام .
- ٥ - شريف : أين يعقد الحزبان مؤتمريهما ؟
- ٦ - جولي : في مدينتين كبيرتين .
- ٧ - شريف : متى ينعقد هذان المؤتمران ؟
- ٨ - جولي : في الصيف .
- ٩ - شريف : هل تعتبرون انتخاب الرئيس أمرا هاماً ؟
- ١٠ - جولي : نعم ، لأن له تأثيرا كبيرا على الحياة في امريكا وفي كل دول العالم .

A. Basic text

Elections in the United States of America

Sharif: How do you elect the president in America?

Julie: The two main parties meet to elect their (two) candidates, then
the people elect one of these two candidates.

Sharif: When do the elections take place in America?

Julie: Every four years.

Sharif: Where do the two parties hold their conventions?

Julie: In two large cities.

Sharif: When are these two conventions held?

Julie: In the summer.

Sharif: Do you (pl.) consider the election of the president an important matter?

Julie: Yes, because it has a great effect on life in America and in all the countries of the world.

B. Vocabulary

ب - المفردات

إِنْتِخَابٌ - ات	election
وَلَايَةٌ - ات	province; state
الْوِلَايَاتُ الْمُتَّحِدَةُ (الأمريكية)	the United States (of America)
شَرِيفٌ	Sharif (m. name)
تَنْتَخِبُونَ	you (m.p.) elect
جُمْهُورِيَّةٌ - ات	republic
رَئِيسُ جُمْهُورِيَّةٍ - رُؤَسَاءُ جُمْهُورِيَّاتٍ	president
رَئِيسِيٌّ - ون	(nisba of رَئِيسٌ) main, chief, principal, leading
يَجْتَمِعُ ، إِجْتِمَاعٌ (ب ، مع)	he meets (with)
حِزْبَانِ	(nom.) two (political) parties
حِزْبٌ - أَحْزَابٌ	(political) party
رَئِيسِيَّانِ	(du., nom.) principal, main
يَنْتَخِبُهَا	(subjunctive) they (du.) elect
مُرَشَّحَيْنِ	(gen./acc.) two candidates
مُرَشَّحٌ - ون	candidate, nominee
شَعْبٌ - شُعُوبٌ	a people
أَحَدٌ (إِحْدَى)	one, someone; (in idāfa) one of
هَؤُلَاءِ	(du., gen./acc.) these, those

عام - أعوام	year
عقد - عقد	to hold (a meeting)
مؤتمرات	(gen./acc.) two conferences, conventions
يُعقد	it is held (a meeting)
هذان	(du., nom.) these, those
مؤتمرات	(nom.) two conferences, conventions
صيف - أصيف	summer
تعتبرون	you (m.p.) consider (s.th.) as (s.th.)
أثر ، تأثير على ، في	II to influence, affect

Additional vocabulary

اختلف ، إختلاف (مع) ... (في)	VIII to disagree (with)...(about)
انصرف ، انصراف	VII to go away, leave
انتظر ، إنتظار	VIII to wait (for), to await (s.o.)

C. Grammar and drills

ج - القواعد والتمارين

1. Form VII verbs and verbal nouns
2. Form VIII verbs and verbal nouns
3. The dual of nouns, adjectives, and pronouns
4. The dual of verbs
5. The noun أَحَدٌ 'someone'
6. Numerals with nouns

1. Form VII verbs and verbal nouns

a. Form

The characteristic feature of Form VII verbs is a prefixed n-. The perfect stem is -nFaMaL- and the imperfect stem is -nFaMiL-, the difference in tense being indicated by the stem vowel a for perfect and i for imperfect. The perfect

forms are written with waṣla, since they would otherwise begin with two consonants.

The two tenses are illustrated below.

Root	Perfect	Imperfect
ṢRF	اِنْصَرَفَ	يَنْصَرِفُ 'to go away'

The following chart shows the perfect and the imperfect indicative, subjunctive and jussive of a typical VII verb.

اِنْصَرَفَ 'to go away'

PERFECT		IMPERFECT		
Singular		Indicative	Subjunctive	Jussive
3 M	اِنْصَرَفَ	يَنْصَرِفُ	يَنْصَرِفَ	يَنْصَرِفْ
F	اِنْصَرَفَتْ	تَنْصَرِفُ	تَنْصَرِفَ	تَنْصَرِفْ
2 M	اِنْصَرَفْتُمْ	تَنْصَرِفُونَ	تَنْصَرِفُوا	تَنْصَرِفُوا
F	اِنْصَرَفْتُنَّ	تَنْصَرِفْنَ	تَنْصَرِفِي	تَنْصَرِفِي
1	اِنْصَرَفْتُ	اَنْصَرِفُ	اَنْصَرِفَ	اَنْصَرِفْ
Dual				
3 M	اِنْصَرَفَا	يَنْصَرِفَانِ	يَنْصَرِفَا	يَنْصَرِفَا
F	اِنْصَرَفْتَا	تَنْصَرِفَانِ	تَنْصَرِفَا	تَنْصَرِفَا
2	اِنْصَرَفْتُمَا	تَنْصَرِفَانِ	تَنْصَرِفَا	تَنْصَرِفَا
Plural				
3 M	اِنْصَرَفُوا	يَنْصَرِفُونَ	يَنْصَرِفُوا	يَنْصَرِفُوا
F	اِنْصَرَفْنَ	يَنْصَرِفْنَ	يَنْصَرِفْنَ	يَنْصَرِفْنَ
2 M	اِنْصَرَفْتُمْ	تَنْصَرِفُونَ	تَنْصَرِفُوا	تَنْصَرِفُوا
F	اِنْصَرَفْتُنَّ	تَنْصَرِفْنَ	تَنْصَرِفْنَ	تَنْصَرِفْنَ
1	اِنْصَرَفْنَا	نَنْصَرِفُ	نَنْصَرِفَ	نَنْصَرِفْ

Roots with first radical W or N are exceedingly rare in Form VII in MSA.

The verbal noun of Form VII verbs has the pattern -nFiMaal-, written with a waṣla in Arabic script, e.g. اِنْصِرَافٌ 'going away'.

Compare the perfect stem and the verbal noun stem:

Perfect	-nṣaraf-
Verbal Noun	-nṣiraaf-

For the verbal noun the stem vowel is lengthened and the other vowel(s) becomes i. The following chart gives the verbal nouns of some representative VII verbs for purposes of illustration:

Form VII Verb	Verbal Noun
(يَنْعَقِدُ) 'to be held'	إِنْعِقَادٌ
(يَنْقَطِعُ) 'to be cut'	إِنْقِطَاعٌ
(يَنْكَسِرُ) 'to be broken'	إِنْكَسَارٌ

b. Meaning.

Form VII verbs combine the meanings of reflexive of Form I and passive of Form I. For example the Form I verb صَرَفَ may mean (a) "to send away" (someone) or (b) "to spend" (money). The Form VII اِنْصَرَفَ may be reflexive of (a), i.e. "to send oneself away" = "to go away, départ" if the subject is a person, or it may be the equivalent of a passive of (b), "to be spent", if speaking of money. The Form VII اِنْعَقَدَ 'to be held' may be considered as a passive of عَقَدَ (I) 'to hold' (a meeting) and اِنْقَطَعَ 'to be cut' (and so 'to come to an end, to end') as the passive of قَطَعَ (I) 'to cut'. Thus VII is the intransitive counterpart of a transitive I verb, e.g.

I	سَحَبَ 'to withdraw (s.th.)'
VII	اِنْسَحَبَ 'to withdraw, retreat' (intransitive)
I	فَتَحَ 'to open (s.th.)'
VII	اِنْفَتَحَ 'to open up, unfold (intransitive)
I	كَسَرَ 'to break (s.th.)'
VII	اِنْكَسَرَ 'to break, get broken'

Drill 1. (On tape) Conjugation: Form VII.

2. Form VIII verbs and verbal nouns

a. Form.

The characteristic feature of Form VIII is the reflexive affix -t- inserted after the first radical of the root.

	'to meet'	Pattern	Root
Perfect	اجْتَمَعَ	-FtaMaL-	JMS
Imperfect	يَجْتَمِعُ	-FtaMiL-	
Verbal Noun	اجْتِمَاعٌ	-FtiMaaL-	

As in Form VII, the difference between the two tenses is the stem vowel a for the perfect tense and the stem vowel i for the imperfect.

The following chart illustrates the conjugation of the tenses in Form VIII:

اجْتَمَعَ 'to assemble, get together'

	PERFECT	IMPERFECT		
		Indicative	Subjunctive	Jussive
Singular				
3 M	اجْتَمَعَ	يَجْتَمِعُ	يَجْتَمِعُ	يَجْتَمِعُ
F	اجْتَمَعَتْ	تَجْتَمِعُ	تَجْتَمِعُ	تَجْتَمِعُ
2 M	اجْتَمَعْتُمَا	تَجْتَمِعَانِ	تَجْتَمِعَا	تَجْتَمِعَا
F	اجْتَمَعْتُمَا	تَجْتَمِعِينَ	تَجْتَمِعِي	تَجْتَمِعِي
1	اجْتَمَعْتُ	أَجْتَمِعُ	أَجْتَمِعُ	أَجْتَمِعُ
Dual				
3 M	اجْتَمَعَا	يَجْتَمِعَانِ	يَجْتَمِعَا	يَجْتَمِعَا
F	اجْتَمَعَتَا	تَجْتَمِعَانِ	تَجْتَمِعَا	تَجْتَمِعَا
2	اجْتَمَعْتُمَا	تَجْتَمِعَانِ	تَجْتَمِعَا	تَجْتَمِعَا

	PERFECT	IMPERFECT		
		Indicative	Subjunctive	Jussive
Plural				
3 M	اجْتَمَعُوا	يَجْتَمِعُونَ	يَجْتَمِعُوا	يَجْتَمِعُوا
F	اجْتَمَعْنَ	يَجْتَمِعْنَ	يَجْتَمِعْنَ	يَجْتَمِعْنَ
2 M	اجْتَمَعْتُمْ	تَجْتَمِعُونَ	تَجْتَمِعُوا	تَجْتَمِعُوا
F	اجْتَمَعْتُنَّ	تَجْتَمِعْنَ	تَجْتَمِعْنَ	تَجْتَمِعْنَ
1	اجْتَمَعْنَا	نَجْتَمِعُ	نَجْتَمِعَ	نَجْتَمِعْ

In the following, unfamiliar verbs will be given to illustrate the discussion.

Assimilation of t:

If the first radical is a dental stop, fricative or sibilant, the inserted -t- is assimilated to it. Involved here are the following consonants:

ت ت د ذ ز ص ض ط ظ

(a) After the voiced consonants ز and د, the inserted ت becomes voiced and is written ذ. For example, compare the following:

ز

I زَادَ 'to add, make additions to'
VIII إِزْدَادَ 'to increase, grow larger'

د

I دَعَا 'to call; to invite'
VIII ادَّعى 'to claim, allege, maintain'

(b) After ذ, ت becomes د but ذ itself also becomes د, and both د's are written د :

ذ

I ذَكَرَ 'to mention'
VIII اذَّكَرَ 'to remember'

(c) After first radical ت there is no question of assimilation, but both letters are combined with shadda:

ت	I	تَبَعَ	'to follow, succeed, come after'
	VIII	اَتَبَعَ	'to follow, succeed, come after'

(d) After the emphatic consonants ط ص ض , ت becomes emphatic: ط .

Examples:

ص	I	صَدَمَ	'to bump, knock'
	VIII	اِصْطَدَمَ	'to collide'

ض	I	ضَرَّ	'to harm, hurt'
	VIII	اِضْطَرَّ	'to force, compel'

ط	I	طَلَعَ	'to rise, come into view'
	VIII	اِطَّلَعَ	'to look; to be well informed about' عَلَى

(e) After the fricatives ظ ث there is complete assimilation and the resultant double consonant is written with shadda:

ث	I	ثَأَرَ	'to avenge'
	VIII	اِثَّأَرَ	'to get one's revenge, be avenged'

ظ	I	ظَلَمَ	'to oppress'
	VIII	اِظَّلَمَ	'to suffer injustice'

Assimilation of first radical W. A special feature of verbs whose first radical is W is that this W itself assimilates to the inserted t.

Compare:

I	وَصَلَ	'to arrive'	وَحَدَّ	'to be unique'
VIII	اتَّصَلَ	'to get in touch'	اتَّحَدَّ	'to unite, form a union'

The verbal noun of Form VIII has the pattern -FtiMaaL-. Following is a listing of the verbal nouns of all Form VIII verbs occurring so far, as well as two new Form VIII verbs whose verbal nouns have already occurred:

Form VIII Verb	Verbal Noun	Root
اِنْتَقَلَ (يَنْتَقِلُ) 'to move'	اِنْتِقَالٌ	NQL
اِسْتَمَعَ (يَسْتَمِعُ) 'to listen'	اِسْتِمَاعٌ	SMʕ
اِعْتَمَدَ (يَعْتَمِدُ) 'to rely on'	اِعْتِمَادٌ	ʕMD
اِخْتَلَفَ (يَخْتَلِفُ) 'to differ'	اِخْتِلَافٌ	XLF
اِنْتَخَبَ (يَنْتَخِبُ) 'to elect'	اِنْتِخَابٌ	NXB
اِعْتَبَرَ (يَعْتَبِرُ) 'to consider'	اِعْتِبَارٌ	ʕBR
اِجْتَمَعَ (يَجْتَمِعُ) 'to assemble'	اِجْتِمَاعٌ	JMʕ
اِنْتَظَرَ (يَنْتَظِرُ) 'to wait for'	اِنْتِظَارٌ	NʔR

Now do Drills 2 (on tape) and 3.

b. Meaning

The basic meaning of the inserted -t- is reflexive; thus Form VIII verbs are often reflexive of I, with the subject acting on itself.

Illustrations:

I	جَمَعَ	'to gather, collect' (s.th.)
VIII	اِجْتَمَعَ	'to gather together, assemble, meet'

I	عَمَدَ	'to support, prop up' (s.th.)
VIII	اعْتَمَدَ عَلَى	'to lean against; to rely, depend on'
I	نَقَلَ	'to transport' (s.th.)
VIII	انْتَقَلَ	'to move, transfer' (intransitive)

Form VIII may also have middle meaning, that is, to do something for oneself, for example:

I	سَمِعَ	'to hear'
VIII	اسْتَمَعَ	'to listen' ("to hear for oneself")
I	أَخَذَ	'to take'
VIII	اتَّخَذَ	'to take for oneself' = 'to adopt' (with ? assimilated to t)

Some middle VIII verbs take on an abstract or figurative sense, as in

I	فَتَحَ	'to open'
VIII	اِفْتَتَحَ	'to inaugurate'
I	عَرَفَ	'to know'
VIII	اعْتَرَفَ	'to acknowledge, recognize' (e.g. a country); 'to confess'
I	خَتَمَ	'to seal' (s.th.)
VIII	اخْتَتَمَ	'to conclude' (an agreement)

Some VIII verbs have reciprocal meaning: to interact with each other.

Examples are:

I	لَقِيَ	'to find, meet'
VIII	التَقَى	'to encounter one another'
I	أَمَرَ	'to order; to entrust, charge'
VIII	امْتَرَمَ	'to deliberate, conspire, plot with each other'

Finally, some VIII verbs with reflexive meaning may be translated as passive if the subject is inanimate:

I	قَصُرَ 'to become short, limited, inadequate'
VIII	اِقْتَصَرَ عَلَى 'to limit, restrict oneself to' (s.th.);
	'to be limited, restricted, confined to' (s.th.)

Now do Drills 4 and 5.

Drill 2. (On tape) Conjugation: Form VIII

Drill 3. Written. Recognition.

Write the Form VII and VIII verbs and verbal nouns for the following roots. Then look up the verbs to see what they mean. An X marks forms which do not exist.

VIII		VII		Root
VN	Verb	VN	Verb	
				بَعَثَ
		X	X	تَبَعَ
		X	X	حَرَمَ
				فَعَلَ
				كَتَبَ
		X	X	صَبَرَ
				قَسَمَ
		X	X	ضَرَبَ
				ظَلَمَ

Drill 4. (Also on tape) Transformation: Perfect → imperfect.

'The party elected its candidate.' → انتخب الحزب مرشده. ←
 'The party elects its candidate.' • ينتخب الحزب مرشده

- ١ - الطلاب انصرفوا من الصف في المساء .
- ٢ - انعقدت المؤتمرات في الصيف .
- ٣ - انتظرناه في المطعم الجديد .
- ٤ - اعتمد المصنع على مساعدة الحكومة .
- ٥ - هل استمعتم الى المحاضرات كلها ؟
- ٦ - اعتبرت انتخاب الرئيس امرا هاما .
- ٧ - انتقلت الى لبنان هذا الصيف .
- ٨ - الاستاذات اجتمعن احيانا مع رئيس الجامعة .

Drill 5. Written. Completion.

Supply the correct form of the verb in the sentences below.

- ١ - سيجتمعون غدا لكي _____ مرشحهم (انتخب) .
 - ٢ - ذهبت الى البنك لـ _____ مع المدير (اجتمع) .
 - ٣ - لم _____ والدي ذلك امرا هاما (اعتبر) .
 - ٤ - لن _____ مؤتمر الحزب في مدينتنا (انعقد) .
 - ٥ - المصانع _____ على مساعدة الحكومة الى ابعد حد (اعتمد) .
 - ٦ - ألم _____ الى المحاضرة ، يا مريم (استمع) ؟
 - ٧ - _____ الحزبان مرشحيهما في الصيف (انتخب) .
 - ٨ - المراسلات _____ عادة العالم العربي في مقالاتهن (تناول) .
3. The dual of nouns, adjectives and pronouns

As you know, Arabic has three numbers: singular, dual and plural.

Singular denotes one referent, dual denotes two (exactly), and plural refers to three or more. Since singular and dual nouns are so explicit in specifying number, the noun alone may be translated into English with numerals, e.g.

'I have one boy and two girls.' لي وَلَدٌ وَبَنَتَانِ .

The inflections for the dual are -aani لَان for the nominative and -ayni اَيْن for the genitive or accusative, as illustrated below:

DUAL NOUNS		
	(masc.)	(fem.)
Singular:	وَلَدٌ 'one son'	سَنَةٌ 'one year'
Dual:		
Nom.	وَلَدَانِ 'two sons'	سَنَتَانِ 'two years'
Gen./Acc.	وَلَدَيْنِ 'two sons'	سَنَتَيْنِ 'two years'

DUAL ADJECTIVES			DUAL DEMONSTRATIVE	
	Masculine	Feminine	Masculine	Feminine
Nom.	قَدِيمَانِ	قَدِيمَتَانِ 'old'	هَذَانِ	هَاتَانِ 'these'
Gen./Acc.	قَدِيمَيْنِ	قَدِيمَتَيْنِ 'old'	هَذَيْنِ	هَاتَيْنِ 'these'

The -ni ن of the dual is dropped on the first member of an idāfa, or if the noun has a pronoun suffix, as in the following examples:

أَيْنَ وَلَدَايَ وَأَيْنَ وَلَدَا أَحْمَدَ؟ 'Where are my (two) sons and where are Ahmad's (two) sons?'

The second and third person independent pronouns are made dual by the addition of -aa ل to the masculine plural forms:

أَنْتُمَا 'you' (dual, m. or f.)
هُمَا 'they' (dual, m. or f.)

There are no first person dual forms. The dual pronouns show no distinction in gender or case.

The corresponding pronoun suffixes are:

أَنْتُمَا : كُما 'your (d.) book'
هُمَا : كُها 'their (d.) book'

Illustrations of the dual forms:

هَذَانِ هُمَا الْكَاتِبَانِ الْجَدِيدَانِ .	'These are the two new writers.'
تَعَلَّمْتُ لُغَتَيْنِ أَجْنَبِيَّتَيْنِ جَدِيدَتَيْنِ فِي سَنَتَيْنِ .	'I learned two more foreign languages in two years.'
أَيْنَ مَدْرَسُكُمَا يَا فَرِيدُ وَفَرِيدَةُ ؟	'Where is your school, Farid and Farida?'
السَّاعَةُ الْعَاشِرَةُ وَدَقِيقَتَانِ .	'10:02'

Now do Drills 6 and 7.

Drill 6. Written. Recognition: Dual.

Examine the underlined items in the sentences below and give the corresponding pronoun: هُنَّ , هُم , هِيَ (f.), هُمَا (m.), هِيَ , هُو

- ١ - سَيَنْتَخِبُ الْحَزْبَانِ الْمُرْشَحِينَ .
- ٢ - شَاهَدْتُ الْوَرَقَتَيْنِ عَلَى الطَّائِلَةِ .
- ٣ - اِنْعَقَدَ الْمَوْتَمَرُ فِي هَذِهِ السَّنَةِ .
- ٤ - سَنَكْرُمُ الزَّوَّارَ اِثْنَاءَ اِقَامَتِهِمْ .
- ٥ - فِي مَكْتَبِي كُرْسِيَّانِ كَبِيرَانِ .
- ٦ - تَنَاوَلَ الْوَضْعَ السِّيَاسِيَّ الْحَاضِرَ
- ٧ - هَذِهِ فِكْرَةٌ جَمِيلَةٌ جَدًّا .
- ٨ - هَلْ تَحَدَّثْتَ إِلَى الْمَوْظِفَيْنِ الْجَدِّدِ بَعْدَ وُصُولِكَ ؟
- ٩ - تَقَدَّمْتُ بِطَلْبٍ لِلْعَمَلِ فِي هَذِهِ الْوِظِيفَةِ الْحُكُومِيَّةِ .
- ١٠ - فِي بَلَدِنَا نَهْرَانِ عَظِيمَانِ .
- ١١ - هَلْ سَتَمَكِّنُ مِنْ حُضُورِ الْمَحَاضِرَةِ عَنْ جَمَالِ دِمَشْقٍ ؟

Drill 7. Transformation: Singular → dual → plural

- 'The man is in the bus.' → الرجل فِي الْاُوتُوْبِيسِ . ←
- 'The two men are in the bus.' → الرجلان فِي الْاُوتُوْبِيسِ . ←
- 'The men (p.) are in the bus.' الرجال فِي الْاُوتُوْبِيسِ .

- ١ - في صفّنا لوح جديد .
- ٢ - هذا الاستاذ مشهور جدّا .
- ٣ - درست درسا طويلا جدّا .
- ٤ - الجريدة بحاجة الى مراسل اجنبيّ .
- ٥ - سينظر مدير الشركة في الطلبات .
- ٦ - هل بلدك جميل ؟
- ٧ - اكلنا في المطعم مع هذه الصديقة العربية .

4. Dual of verbs.

The sign of the dual in verbs is | -aa. There are only three duals in verbs: third person masculine, third person feminine and second person common gender (masculine or feminine).

a. Perfect tense.

In the perfect tense the dual suffix | -aa is added to the singular of the third person forms, e.g.

Third person:	<u>Masculine</u>	<u>Feminine</u>
Singular	دَرَسَ 'he studied'	دَرَسَتْ 'she studied'
Dual	دَرَسَا 'they (d.) studied'	دَرَسَتَا 'they (d.) studied'

but it is added to the masculine plural of the second person, for both genders:

Plural	دَرَسْتُمْ	'you studied' (m.p.)
Dual	دَرَسْتُمَا	'you studied' (m. or f. dual)

Summary chart for the perfect dual:

	Verb	Pronoun	
3 M	دَرَسَا	هُمَا	'they (two) studied'
F	دَرَسَتَا	هُمَا	'they (two) studied'
2	دَرَسْتُمَا	أَنْتُمَا	'you (two) studied'

b. Imperfect Tense.

In this tense the three dual forms are added to the singular verb, the second masculine singular serving as the base for the second person dual. The suffix is -aa for the subjunctive and the jussive and -aani for the indicative; -ni is of course the marker of the indicative mood. The forms are given in the following chart:

Dual	Indicative	Subjunctive	Jussive	Pronoun
3 M	يَدْرُسَانِ	يَدْرُسَا	يَدْرُسَا	هُمَا
F	تَدْرُسَانِ	تَدْرُسَا	تَدْرُسَا	هُمَا
2	تَدْرُسَانِ	تَدْرُسَا	تَدْرُسَا	أَنْتُمَا

Note that the second person dual is identical with the third person feminine dual.

c. Use

In accordance with the general rule, the verb preceding an expressed subject is singular. Thus, the dual verb is used only when a dual subject (human or non-human) has already been mentioned or referred to.

اجْتَمَعَ الْحِزْبَانِ أَمْسَ وَانْتَخَرَا مُرَشَّحَيْهِمَا .	'The two parties met yesterday and selected their candidates.'
------------------------------------------------------------------	-------------------------------------------------------------------

Now do Drills 8 (on tape) and 9.

Drill 8. (On tape) Conjugation: Dual of verb.

Drill 9. (Also on tape) Transformation: Singular → dual.

Change the underlined items to the dual, making any other necessary changes. Ex.

'The party elected its candidate' → الحزب انتخب مرشده . ←

'The two parties elected their two candidates.' الحزبان انتخبا مرشحينهما.

- ١ - الدولة شاركت فى بناء هذا السد .
- ٢ - الوزير يعيّن الموظفين فى وزارته .
- ٣ - الطالب استمع لمحاضرة استاذة .
- ٤ - المراسل الاجنبى سيتقدّم بطلب للعمل .
- ٥ - هذه الجامعة تصدر كتبا هامة كثيرة كل سنة .
- ٦ - ينعقد المؤتمر فى مدينة كبيرة

5. The noun أَحَدٌ 'someone'

The noun أَحَدٌ (إِحْدَى. fem.) means 'one; someone, somebody'; in negative sentences or in questions, it may often be translated as 'anyone' or 'anybody' (or, including the negative, 'no one' or 'nobody'). أَحَدٌ and وَاحِدٌ both mean "one"; أَحَدٌ, however, may be used as a pronoun. As a pronoun, أَحَدٌ normally occurs either as the first term of an idāfa or independently in negative and interrogative sentences.

رَجَعَ أَحَدُ الْمُرَاسِلِينَ بَعْدَ الْاجْتِمَاعِ .	'One of the reporters came back after the meeting.'
تَكَلَّمْتُ مَعَ أَحَدِ الطُّلَّابِ .	'I spoke with one of the students.'
يَعْمَلُ فِي إِحْدَى الْمَدَارِسِ الْأَجْنَبِيَّةِ .	'He works in one of the foreign schools.'
أَلَا تَعْرِفُ أَحَدًا فِي هَذِهِ الْمَدِينَةِ ؟	'Don't you know anyone in this city?'
لَيْسَ فِي الْمَدْرَسَةِ أَحَدٌ .	'There's nobody in the schoolhouse.'

Now do Drill 10.

Drill 10. (Also on tape) أَحَدٌ in idāfa.

Repeat the sentence given, inserting أحد before the underlined noun.

'The men came.' →

← حضر الرجال.

'One of the men came.'

حضر أحد الرجال.

- | | |
|---------------------------------|-------------------------------|
| ٦ - سيعقدان مؤتمرهما فى | ١ - تحدثت الى الموظفين . |
| • هاتين المدينتين | ٢ - ينتخبون المرشحين . |
| ٧ - ذهبت لزيارة اصدقائى . | ٣ - يعملون فى المصانع . |
| ٨ - تعجبنى هاتان المدينتان . | ٤ - سيجتمع مع الوزراء . |
| ٩ - ذهبوا الى المسارح الجديدة . | ٥ - يدرّس فى المدارس الخاصة . |

6. Numerals with nouns: Summary

This note describes the use of numerals together with the counted noun in such phrases as "four books" or "twenty-four hours". As the various numerals behave somewhat differently in these phrases, the groups will be described separately below.

a. One

A singular noun alone specifies singular number and may be translated with "one" in English:

كِتَابٌ	'a book; one book'
إِمْرَأَةٌ	'a woman; one woman'

The numeral also may be used, however, especially when some emphasis is intended. The numeral واحدٌ (واحدةٌ f.) is an adjective; it follows the noun and agrees in gender and case:

كِتَابٌ وَاحِدٌ	'one book'
إِمْرَأَةٌ وَاحِدَةٌ	'one woman'

b. Two

A dual noun alone indicates "two" of that noun:

حِزْبَانِ	'two parties'
سَنَتَانِ	'two years'

For special emphasis, however, the numeral اِثْنَانِ (f اِثْنَانِ) may also be used. It follows the noun and agrees in gender and case:

لِي قَلَمَانِ اِثْنَانِ.	'I have <u>two</u> pens.'
دَرَسْتُ دَرْسَيْنِ اِثْنَيْنِ.	'I studied <u>two</u> lessons.'
فِي الْمَدِينَةِ جَامِعَتَانِ اِثْنَتَانِ.	'There are <u>two</u> universities in the city.'
عَمَلْنَا سَاعَتَيْنِ اِثْنَتَيْنِ.	'We worked for <u>two</u> hours.'

c. Three to ten

The Arabic equivalent of phrases like "three books" or "five men", where the numeral is one of those from "three" to "ten" inclusive, is an idāfa construction. The numeral serves as the first term of the idāfa and thus has no nunation, and takes whatever case its function in the sentence requires; the noun serves as the second term of the idāfa and is always genitive, plural and indefinite:

Nom.	ثَلَاثَةُ رِجَالٍ	'three men'
Gen.	ثَلَاثَةِ رِجَالٍ	
Acc.	ثَلَاثَ رِجَالٍ	

In constructions of this type, each numeral has two forms: one with a final ة -a(t) (the feminine form) and one without (the masculine form).

These are as follows:

<u>Masculine</u>	<u>Feminine</u>	
ثَلَاثَ	ثَلَاثَةٌ	'three'
أَرْبَعَ	أَرْبَعَةٌ	'four'
خَمْسَ	خَمْسَةٌ	'five'
سِتَ	سِتَّةٌ	'six'
سَبْعَ	سَبْعَةٌ	'seven'
ثَمَانٍ	ثَمَانِيَةٌ	'eight'
تِسْعَ	تِسْعَةٌ	'nine'
عَشَرَ	عَشْرَةٌ	'ten'

The masculine form is used when the singular of the following noun is feminine, and vice versa:

خَمْسُ نِسَاءٍ	'five women'
خَمْسَةُ رِجَالٍ	'five men'
عَشْرُ سَيَّارَاتٍ	'ten cars'
عَشْرَةُ كُتُبٍ	'ten books'

This rule of reverse agreement also applies when the numeral is used alone to refer to a previously mentioned noun:

كَمْ طَالِبًا حَضَرَ الْيَوْمَ ؟	'How many students (m.) came today?'
• سَبْعَةٌ	'Seven.'
وَكَمْ طَالِبَةً ؟	'And how many students (f.)?'
• سِتٌّ	'Six.'

The masculine form ثَمَانٍ 'eight' belongs to a group of nouns called defective, which are discussed in a later lesson. When followed by a noun, ثَمَانٍ has the following forms:

Nom./Gen.	ثَمَانِي سَاعَاتٍ	'eight hours'
Acc.	ثَمَانِي سَاعَاتٍ	

d. Eleven to nineteen.

The table below shows the forms of these numerals used with masculine and feminine nouns.

With masculine noun		With feminine noun	
	أَحَدَ عَشَرَ	إِحْدَى عَشْرَةَ	'eleven'
(Nom.)	إِثْنَا عَشَرَ	إِثْنَتَا عَشْرَةَ	'twelve'
(Gen./Acc.)	إِثْنَيْنِ عَشَرَ	إِثْنَتَيْنِ عَشْرَةَ	
	ثَلَاثَةَ عَشَرَ	ثَلَاثَ عَشْرَةَ	'thirteen'
	أَرْبَعَةَ عَشَرَ	أَرْبَعَ عَشْرَةَ	'fourteen'
	خَمْسَةَ عَشَرَ	خَمْسَ عَشْرَةَ	'fifteen'
	سِتَّةَ عَشَرَ	سِتَّ عَشْرَةَ	'sixteen'
	سَبْعَةَ عَشَرَ	سَبْعَ عَشْرَةَ	'seventeen'
	ثَمَانِيَةَ عَشَرَ	ثَمَانِي عَشْرَةَ	'eighteen'
	تِسْعَةَ عَشَرَ	تِسْعَ عَشْرَةَ	'nineteen'

Note:

(1) Except for the first element in the forms for "twelve", all these forms are invariable as to case, always ending in -a (or, in one case, -aa).

(2) In "eleven" and "twelve" both elements agree in gender with the following noun.

(3) In "thirteen" through "nineteen", the second element (عَشَرَ or عَشْرَةٌ) agrees in gender with the following noun, but the first element shows the reverse agreement typical of these numerals.

The counted noun follows the numeral; it is accusative in case, singular, and indefinite. (A counted noun is plural only after a numeral from "three" to "ten"; see (c) above.) Examples:

أَحَدَ عَشَرَ كِتَابًا	'eleven books'
إِحْدَى عَشْرَةَ وَزَارَةً	'eleven ministries'
عَلَى الطَّائِلَةِ اثْنَا عَشَرَ قَلَمًا.	'There are twelve pencils on the table.' (masc., nom.)
أَنَا بِحَاجَةٍ إِلَى اثْنَيْ عَشَرَ قَلَمًا.	'I need twelve pencils.' (masc., gen.)
فِي الْمَكْتَبِ اثْنَتَا عَشْرَةَ مُوظَّفَةً جَدِيدَةً.	'There are twelve employees (f.) in the office.' (fem., nom.)
عَيَّنُوا اثْنَعِي عَشْرَةَ مُوظَّفَةً جَدِيدَةً.	'They appointed twelve new employees (f.).' (fem., acc.)
خَمْسَةَ عَشَرَ وَلَدًا	'fifteen boys'
خَمْسَ عَشْرَةَ بِنْتًا	'fifteen girls'

e. Twenty to ninety-nine.

The table below gives examples of these forms:

With masculine noun	With feminine noun	
عِشْرُونَ	عِشْرُونَ	'twenty'
وَاحِدٌ وَعِشْرُونَ	إِحْدَى وَعِشْرُونَ	'twenty-one'
أَحَدٌ وَعِشْرُونَ	إِثْنَتَانِ وَعِشْرُونَ	'twenty-two'
إِثْنَانِ وَعِشْرُونَ	ثَلَاثٌ وَعِشْرُونَ	'twenty-three'
ثَلَاثَةٌ وَعِشْرُونَ	سَبْعٌ وَأَرْبَعُونَ	'forty-seven'
سَبْعَةٌ وَأَرْبَعُونَ	ثَمَانٍ وَسِتُّونَ	'sixty-eight'
ثَمَانِيَةٌ وَسِتُّونَ		

Note (1) Except for the first element إِحْدَى in "twenty-one", both elements in each of these forms are inflected for case.

(2) In "twenty", "thirty" and so on, whether alone or in combination with a unit number, the same form is used with a masculine and a feminine noun.

(3) The first element (the unit number) in each combination agrees in gender with the following noun according to the rules applicable to that element: agreement for "one" and "two", reverse agreement for "three" to "nine".

(4) The first element in each combination is indefinite, and those which can take nunation do so (all except إِحْدَى and اِثْنَانِ and اِثْنَانِ).

The counted noun follows the numeral; it is accusative, singular, and indefinite. Examples:

عِشْرُونَ يَوْمًا	'twenty days'
بَعْدَ عِشْرِينَ يَوْمًا	'after twenty days'
إِحْدَى وَعِشْرُونَ سَاعَةً	'twenty-one hours'
بَعْدَ إِحْدَى وَعِشْرِينَ سَاعَةً	'after twenty-one hours'
خَمْسَةٌ وَأَرْبَعُونَ دَرْسًا	'forty-five lessons'
دَرْسَنَا خَمْسَةٌ وَأَرْبَعِينَ دَرْسًا.	'We have studied forty-five lessons.'
اِثْنَانِ وَسَبْعُونَ كَلِمَةً	'seventy-two words'
تَعَلَّمْنَا أَكْثَرَ مِنْ اِثْنَتَيْنِ وَسَبْعِينَ كَلِمَةً.	'We have learned more than seventy-two words.'

f. The hundreds.

The word meaning "hundred" is a feminine noun مِئَةٌ, with a dual form مِئَتَانِ "two hundred". (These forms are also commonly spelled مِائَةٌ and مِائَتَانِ, but this alif does not affect the pronunciation.) The phrases "three hundred", "four hundred", and so on, are idāfa constructions in which the units numeral (masculine form, since مِئَةٌ is feminine) is the first term and the word مِئَةٌ (in the singular) is the second:

ثَلَاثُ مِئَةٍ 'three hundred'

Such combinations are also commonly written as one word, for example, ثَلَاثُمِئَةٍ or ثَلَاثُمَائَةٍ. Note, however, that the first element is inflected for case even when written together with مِئَةٌ :

Nom.	ثَلَاثُمِئَةٍ	ثَلَاثُ مِئَةٍ
Gen.	ثَلَاثُمِئَةٍ	ثَلَاثِ مِئَةٍ
Acc.	ثَلَاثُمِئَةٍ	ثَلَاثَ مِئَةٍ

Following is the complete list of the even hundreds:

مِئَةٌ 'one hundred'	سِتُّ مِئَةٍ 'six hundred'
مِئَتَانِ 'two hundred'	سَبْعُ مِئَةٍ 'seven hundred'
ثَلَاثُ مِئَةٍ 'three hundred'	ثَمَانِي مِئَةٍ 'eight hundred'
أَرْبَعُ مِئَةٍ 'four hundred'	تِسْعُ مِئَةٍ 'nine hundred'
خَمْسُ مِئَةٍ 'five hundred'	

The counted noun follows; it is genitive, singular, and indefinite.

This noun, with the preceding element, forms an idāfa. Examples:

مِئَةُ يَوْمٍ	'a hundred days'
مِئَةُ سَنَةٍ	'a hundred years'
مِئَتَا رَجُلٍ	'two hundred men'
مَعَ مِئَتَيْ رَجُلٍ	'with two hundred men'
رَجَعَ خَمْسُ مِئَةٍ زَائِرٍ إِلَى بَلَدِهِمْ.	'Five hundred visitors returned to their country.'
اِسْتَقْبَلَ الرَّئِيسُ خَمْسَ مِئَةٍ زَائِرٍ.	'The president received five hundred visitors.'

Numbers between the even hundreds are expressed by phrases in which the components are connected by وَ :

مِئَةٌ وَوَاحِدٌ	'101'
مِئَةٌ وَاثْنَانِ	'102'
مِئَةٌ وَثَلَاثَةٌ	'103'
مِئَتَانِ وَأَرْبَعَةٌ عَشَرَ	'214'
ثَلَاثُ مِئَةٍ وَعِشْرُونَ	'320'
أَرْبَعُ مِئَةٍ وَخَمْسَةٌ وَثَلَاثُونَ	'435'

The counted noun follows the phrase. It is indefinite. If the number involved is an even hundred plus "one" or "two", the construction is as follows:

مِئَةٌ كِتَابٍ وَكِتَابٌ	'101 books'
مِئَتَا بَنَاتٍ وَبَنَاتَانِ	'202 girls'

In other cases, the case and number of the counted noun are determined by the last component of the numeral:

أَرْبَعُ مِئَةٍ كِتَابٍ	'400 books'
أَرْبَعُ مِئَةٍ وَخَمْسَةٌ كُتُبٌ	'405 books'
أَرْبَعُ مِئَةٍ وَخَمْسَةٌ عَشَرَ كِتَابًا	'415 books'
أَرْبَعُ مِئَةٍ وَخَمْسَةٌ وَعِشْرُونَ كِتَابًا	'425 books'

There is a plural form مِثَاتٌ 'hundreds'. This is not used in counting, but only in expressing a large but indefinite number. It is commonly followed by مِنْ 'of' and a definite noun.

مِثَاتٌ مِنَ الرِّجَالِ	'hundreds of men'
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g. The thousands.

The word for "thousand" is a masculine noun أَلْفٌ , dual أَلْفَانِ , plural آلَافٌ . In counting, it follows the rules applicable to any masculine noun. For example:

أَلْفٌ	'1,000'
أَلْفَانِ	'2,000'
ثَلَاثَةُ آلَافٍ	'3,000'
خَمْسَةُ عَشَرَ أَلْفًا	'15,000'
ثَلَاثُونَ أَلْفًا	'30,000'
مِئَةُ أَلْفٍ	'100,000'

With any even multiple of a thousand, the counted noun is genitive, singular, and indefinite. It forms an idāfa with the preceding word أَلْفٌ or آلَافٌ :

ثَلَاثَةُ آلَافِ سَنَةٍ	'3,000 years'
ثَلَاثُونَ أَلْفَ سَنَةٍ	'30,000 years'
ثَلَاثُمِئَةِ أَلْفِ سَنَةٍ	'300,000 years'

Numbers between the even thousands are compounds, with components connected by وَ .

أَلْفٌ وَأَرْبَعُ مِئَةٍ وَسَبْعَةٌ وَخَمْسُونَ	'1457'
ثَلَاثَةٌ وَتِسْعُونَ أَلْفًا وَثَمَانِي مِئَةٍ وَسِتَّةٌ وَسَبْعُونَ	'93,876'

As with the hundreds, there are special constructions for an even thousand plus "one" or "two":

أَلْفٌ لَيْلَةً وَلَيْلَةً	'1001 nights'
أَلْفٌ لَيْلَةً وَلَيْلَتَانِ	'1002 nights'

In the other cases, the case and number of the counted noun are determined by the last component of the numeral:

ثَلَاثَةُ آلَافٍ وَخَمْسَةٌ كُتُبٌ	'3005 books'
ثَلَاثَةُ آلَافٍ وَخَمْسُ سَنَوَاتٍ	'3005 years'
سِتَّةُ آلَافٍ وَعِشْرُونَ سَنَةً	'6020 years'

There is also an indefinite plural أُلُوفٌ 'thousands', not used in specific counting:

أُلُوفٌ مِنَ الْكَلِمَاتِ	'thousands of words'
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h. Summary.

Following is a brief summary of the various numeral-noun constructions described above.

One: The singular noun alone, or followed by the numeral. The numeral agrees in gender and case.

كِتَابٌ	}	'one book'
كِتَابٌ وَاحِدٌ		
لُغَةٌ	}	'one language'
لُغَةٌ وَاحِدَةٌ		

Two: The dual noun alone or, for special emphasis, followed by the numeral. The numeral agrees in gender and case.

كِتَابَانِ	'two books'
كِتَابَانِ اثْنَانِ	' <u>two</u> books'
لُغَتَانِ	'two languages'
لُغَتَانِ اثْنَتَانِ	' <u>two</u> languages'

Three to ten: An idāfa construction, with the numeral as first term and the noun as second term. The numeral has its masculine form with a feminine noun and vice versa. The numeral has whatever case ending is required by its function in the sentence. The noun is indefinite, genitive, plural.

ثَلَاثَةُ كُتُبٍ	'three books'
ثَلَاثُ لُغَاتٍ	'three languages'

Eleven to nineteen: A compound numeral followed by the noun. For case and gender of the numerals see d above. The noun is indefinite, accusative, singular.

ثَلَاثَةَ عَشَرَ كِتَابًا 'thirteen books'
ثَلَاثَ عَشْرَةَ لُغَةً 'thirteen languages'

Twenty to ninety-nine: A numeral followed by the noun. For case and gender of the numerals see e above. The noun is indefinite, accusative, singular.

ثَلَاثُونَ يَوْمًا 'thirty days'
ثَلَاثُونَ سَنَةً 'thirty years'

Even multiples of a hundred or a thousand: A numeral followed by the noun. For details see f and g above. The noun is indefinite, genitive, singular.

سِتْمِئَةِ كِتَابٍ '600 books'
أَرْبَعَةِ آلَافِ سَنَةٍ '4000 years'

i. Definite nouns with numerals.

In all the constructions illustrated above the noun is indefinite. Sometimes, however, it is necessary to use a definite noun with a numeral, for example in such phrases as "the four books", "those ten universities", "his twenty students". In Arabic, in such phrases, the definite noun (with the article or a pronoun suffix) comes first, and has whatever case or number it would have without the numeral. The numeral agrees in case with the noun (except for the invariable elements in "eleven" to "nineteen") and in gender follows the rules of agreement given above. The numeral has the definite article.

الْكَتُبُ الْأَرْبَعَةُ 'the four books'
 فِي هَذِهِ اللُّغَاتِ الْأَرْبَعِ 'in these four languages'
 طَلَابُهُ الْعِشْرُونَ 'his twenty students'

If the numeral is one from "eleven" to "nineteen", the article is attached only to the first element:

مَعَ طَلَابِنَا الْخَمْسَةِ عَشَرَ 'with our fifteen students'

In higher compound numerals with components connected by 'و' and', the article is attached to the first element and to every element following a 'و':

فِي السَّاعَاتِ الْأَرْبَعِ وَالْعِشْرِينَ الْقَادِمَةِ 'in the next twenty-four hours'

Now do Drills 11 and 12.

Drill 11. Written. Recognition: Numerals.

a. Translate the underlined items in each of the sentences below.

- ١ - شاهدنا اربعة افلام .
- ٢ - حضر ستمئة زائر الى المدينة .
- ٣ - في مكتبه باب وشباكان .
- ٤ - في هذه المدينة مئات من الابنية .
- ٥ - عيّنوا سبعة عشر معلما جديدا .
- ٦ - سأقرأ كتابا واحدا فقط .
- ٧ - حصلت المرأة اللبنانية على اكثر حقوقها في الاعوام العشرين الاخيرة .
- ٨ - في المكتبة ثمانني مئة وخمسة واربعون كتابا .
- ٩ - يعمل الف وخمسمئة موظف في ذلك المصنع .
- ١٠ - خرجت هذه المدرسة الثانوية الوفا من الطلاب .

b. Write the following in Arabic numerals (١٠٠٠ ٢٠٠ ١٠ ٥) :

خمسة وثمانون

ثلاثة

احد عشر

مئتان واثنان وخمسون

الف وتسعمئة وخمسة وسبعون

Drill 12. Oral translation: Numerals: 1-10

1. She has two boys and a girl.
2. He is learning two languages.
3. I saw three foreign films.
4. He mentioned four new names.
5. They elected five candidates.
6. We attended six political meetings.
7. You (m.s.) have lived in seven large cities.
8. I know eight doctors (f.)
9. He is meeting with nine ministers.
10. Ten airplanes are in the national airport.

D. Comprehension passage.

د - نصوص للفهم

Read the following passage; then do drill 13.

انتخاب رئيس الجمهورية في لبنان

takes place;

Parliament تجرى في لبنان كل اربعة اعوام انتخابات للبرلمان، كذلك يجري

كل ستة اعوام انتخاب لرئيس الجمهورية • ينتخب الشعب البرلمان وينتخب

البرلمان رئيس الجمهورية •

blocs في لبنان احزاب وكتل سياسية كثيرة ، ولكل حزب منها الحق في

تقديم مرشح ، ولكن هذه الاحزاب والكتل تقدم عادة مرشحين فقط، وينتخب

البرلمان احد المرشحين •

يعتبر الشعب انتخاب الرئيس امرا هاما ، يتحدث عنه اللبنانيون

ويعقدون المؤتمرات السياسية لهفته ، وتنشر الجرائد مقبالات

- طويلة عنه

وواجهات الرئيس اللبناني تختلف عن واجهات الرئيس الأمريكي ،

to dissolve • فله الحق في تعيين رئيس الوزراء، وله الحق في حلّ البرلمان

Drill 13.

أسئلة

- ١ - من ينتخب رئيس الجمهورية في لبنان ؟
- ٢ - متى يجري انتخاب رئيس الجمهورية في لبنان ؟
- ٣ - هل ينتخب الشعب رئيس الوزراء ؟
- ٤ - متى يجري انتخاب البرلمان اللبناني ؟
- ٥ - كم حزبا في لبنان ؟

E. General Drills.

هـ - التمارين العامة

Drill 14. Written. Matching: idāfas.

Fill in the numbered blanks below with an appropriate item from the corresponding column.

- ١ — رجعت الى بلدهنَّ $\frac{\quad}{2} \quad \frac{\quad}{1}$
- ٢ — درست في $\frac{\quad}{2} \quad \frac{\quad}{1}$
- ٣ — انعقد اجتماع في $\frac{\quad}{3} \quad \frac{\quad}{2} \quad \frac{\quad}{1}$
- ٤ — " التجارة الحديثة " $\frac{\quad}{2} \quad \frac{\quad}{1}$

٥ - نشرت الجامعة 1 2 3

٦ - من 1 2 3 ؟

3	2	1
الجامعة	المقالة	جامعة
الجدد	رئيس	احدى
الحزب	هذا	اسماء
	النساء	عنوان
	القاهرة	مكتب
	الاساتذة	مرشح

Drill 15. Question-formation.

Make questions for each of the following sentences, based on the underlined portion of the sentence.

- ١ - درّست عشرين طالها .
- ٢ - انتظروه في مطعم قريب من هنا .
- ٣ - سيجمع مع رئيس الجامعة .
- ٤ - قابل المدير في الساعة الحادية عشرة والربع .
- ٥ - يرحلون في الصحراء للبحث عن الماء .
- ٦ - عنوان مقالته "نحن والتاريخ" .
- ٧ - شرب معظم الطلاب القهوة العربية .
- ٨ - عقدوا اجتماعا لكي ينتخبوا مرشحا .
- ٩ - تعاونت بعض الدول الاجنبية في بناء السد .
- ١٠ - قال انّ الاقتصاد سيتقدّم تقدّما عظيما .
- ١١ - للمرأة مكانة هامة في مجتمعنا .

Drill 16. Written.

Fill in the blanks in the chart below. Vowel the verb forms.

Verbal noun	Imperfect	Perfect
إِعْجَابٌ	تُعْجِبُ	أَعْجَبْتُ
_____	_____	قَرَأْتُ
_____	تَعْتَمِدُ عَلَى	_____
_____	_____	أَظْهَرْتُ
_____	يَخْتَلِفُ	_____
_____	يَعْمَلْنَ عَلَى	_____
_____	_____	رَحَّوْا
_____	_____	انْصَرَفْتُمْ
_____	يَنْتَظِرُونَ	_____
_____	_____	شَارَكْنَا
_____	تُكْرِمُنَ	_____
_____	يَعْقِدُونَ	_____
_____	_____	حَدَّثْتُ
_____	يَتَنَاوَلُ	_____
_____	_____	تَحَدَّثْتُ
_____	_____	اجْتَمَعْتُ

رأي في وضع المرأة

الدكتورة نوال السعداوي كاتبة مصرية مشهورة . تحدثت في كتبها ومقالاتها عن وضع المرأة في المجتمع العربي .
في احد كتبها ذكرت ان المرأة العربية حققت بعض التقدم في الاعوام الاخيرة ، ولكن حقوقها لا تزال غير مساوية لحقوق الرجل . وقالت :
يجب ان تتوفر للمرأة العربية كل حقوق الرجل : يجب مثلاً ان تتوفر لها حرية الرأي والتصرف ، وان يسمح لها المجتمع بالحصول على الوظائف العالية .

وكثير من المفكرين العرب اليوم لا يختلفون في الرأي مع الدكتورة نوال السعداوي ، فهم يطالبون بأن يمنح المجتمع المرأة كل حقوقها . لكن البعض منهم لا يزالون يعتقدون أن الجمع بين البيت والعمل أمر صعب جداً وأن وظيفة المرأة في بيتها من اهم الوظائف الاجتماعية .

A. Basic text

An Opinion on the Status of Women

Dr. Nawāl Al-Sa'dāwī is a famous Egyptian writer. In her books and articles she speaks about the status of women in Arab society.

In one of her books she points out that the Arab woman has realized some progress in recent years, but her rights are still unequal to those of men. She says, "All the rights of men must be provided to Arab women in full measure. They must be given, for example, complete freedom of

opinion and behavior, and society must permit them to obtain high offices."

Many Arab thinkers today do not differ in opinion with Dr. Nawāl Al-Sa'dāwī, for they demand that society grant women all their rights. Some of them, however, still believe that combining home and work is a very difficult matter, and that woman's function in her home is one of the most important functions of society.

B. Vocabulary

ب - المفردات

رَأْيٌ - آراءُ (في)	opinion, view (on)
نَوَالُ السَّعْدَاوِيِّ	Nawāl Al-Sa'dāwī (f. name)
حَقَّقَ ، تَحَقَّقَ	II to realize, accomplish
تَقَدَّمَ ، تَقَدَّمُ	V to advance, progress
لا تزالُ	she is still
غَيْرُ	other than; (before adj.) not, non-, un-
مُسَاوِيَةٌ (لِ)	(f.s.) equal (to)
يَجِبُ (على) أَنْ	it is necessary (for s.o.) that
أَنَّ	that (conjunction)
تَوْفَّرَ ، تَوْفَّرُ (لِ)	V to be given abundantly (to), provided in full measure (to)
مَثَلًا	for example
تَصَرَّفَ ، تَصَرَّفُ	V to behave, conduct oneself
مُفَكِّرٌ - وَن	thinker
طَالِبٌ ، مُطَالِبَةٌ -	III to demand
مَنَحَ - ، مَنَحَ	to grant (s.o.) (s.th.)
إِعْتَقَدَ ، إِعْتَقَدَ (بِ)	VIII to believe (in)

بَيْنَ	between
جَمَعَ — ، جَمَعَ بَيْنَ ... وَ ...	to combine...and...
بَيْتٌ - بُيُوتٌ	house; home
صَعَبٌ - صِعَابٌ	difficult
اجْتِمَاعِيٌّ	sociological, societal, social

Additional Vocabulary

أَصَحَّ	IV to become; to come to (be, do)
مَا زَالَ -	he is still
ظَلَّ -	he remained; he continued to (be, do)
غَيْرُهُمْ ، غَيْرُ (هُمْ) مِنْ الْ(كُتَّابِ)	others (pronoun, m. pl.); other (writers)
ج - القواعد والتمارين	
C. <u>Grammar and drills</u>	

1. Nominalizers: أَنْ ، إِنْ ، أَنَّ 'that'
2. The sisters of أَصَحَّ ، مَا زَالَ ، ظَلَّ: كَانَ
3. The noun غَيْرٌ 'other than'
4. Verbs with two accusatives: Verbs of giving
5. Use of the tenses in English and Arabic

1. Nominalizers: أَنْ ، إِنْ ، أَنَّ 'that'

The particles أَنْ and إِنْ were discussed in 19.C.2. To recapitulate briefly:

(1) Both mean "that", but إِنْ is used only after the verb قَالَ 'to say', and أَنَّ elsewhere:

- | | |
|-------------------------------|--------------------------------------------|
| قالوا إِنَّ الدَّرْسَ سَهْلٌ. | 'They said that the lesson was easy.' |
| ذكروا أَنَّ الدَّرْسَ سَهْلٌ. | 'They mentioned that the lesson was easy.' |

(2) As members of the group called "إِنَّ and its sisters", they may not be followed by a verb. They are most commonly followed by a noun (in the accusative) or by a pronoun suffix; this following noun or pronoun serves as the subject of the clause:

قَالَتْ إِنَّ حُقُوقَهَا غَيْرُ مُسَاوِيَةٍ لِحُقُوقِ الرُّجُلِ .	'She said that her rights were unequal to those of men.'
ذَكَرَ أَنَّهُ سَافَرَ إِلَى تُونِسَ .	'He mentioned that he had travelled to Tunisia.'

The particle أَنْ may also be translated "that", but it is not a sister of إِنَّ , and it differs from إِنَّ and أَنَّ in that it must be followed by a verb. The verb following أَنْ is in the subjunctive. For example:

يَجِبُ أَنْ يَذْهَبَ .	'It is necessary <u>that he go</u> .'
------------------------	---------------------------------------

The basic difference in meaning between إِنَّ / أَنَّ on the one hand and أَنْ on the other is the difference between fact and possibility. A clause introduced by أَنَّ or إِنَّ describes a fact, or something which has actually occurred or is occurring, or something which it is assumed will occur, and may often be translated "the fact that...". Examples:

نَعْرِفُ أَنَّ دِمَشْقَ مَدِينَةٍ فِي سُورِيَا .	'We know that Damascus is a city in Syria.'
قَالَ إِنَّهُ سَيَسْتَمِعُ إِلَى مُحَاضَرَةٍ عَنِ السَّلَامِ الْعَالَمِيِّ .	'He said he would listen to a lecture on world peace.'

A clause introduced by أَنْ , however, generally refers to a possible event, one which is perhaps desired, or feared, but one which may or may

not be realized. Such clauses commonly are found in expressions such as "It is necessary (proper, desirable, etc.) that...", or "I want..." or "He ordered that...". The Arabic verbs we have had so far which are commonly followed by an **أَنَّ** clause are illustrated below.

يَجِبُ أَنْ نَنْظُرَ فِي هَذَا الطَّلَبِ .	'It is necessary (for us) to look into this request.'
هَلْ سَمَحُوا بِأَنْ يُسَافِرَ ؟	'Did they allow him to leave?'
لِمَاذَا طَلَبْتُمْ مِنَّا أَنْ نَسْتَقْبِلَهُ ؟	'Why did you ask us to meet him?'
طَالَبُوهُ بِأَنْ يَتَعَلَّمَ الْعَرَبِيَّةَ .	'They required him to learn Arabic.'
لَمْ أَتِمَّ مِنْ أَنْ أَكْمِلْ هَذَا التَّمْرِينِ .	'I was not able to finish this drill.'

Now do Drills 1, 2, and 3.

The particles **أَنَّ**, **أَنَّ**, and **إِنَّ** at the beginning of a clause have the effect of nominalizing the clause--that is, of turning the clause into a single unit which functions in a sentence like a noun. These particles are therefore called nominalizers. Just as a noun may function as subject or object of a verb, or object of a preposition, etc., so may a clause beginning with **أَنَّ**, **أَنَّ**, or **إِنَّ** function in the same ways. The examples given below illustrate these functions. The examples are given in pairs for comparison; the first of each pair shows a noun (or noun phrase) in a given function; the second shows a clause in the same function:

(1) Object of verb

ذَكَرَتْ تَقَدَّمَ الْمَرْأَةُ .	'She mentioned the progress of women.'
ذَكَرَتْ أَنَّ الْمَرْأَةَ الْعَرَبِيَّةَ حَقَّقَتْ بَعْضَ التَّقَدُّمِ .	'She mentioned that Arab women have realized some progress.'
قَالُوا هَذِهِ الْأَشْيَاءُ .	'They said these things.'
قَالُوا إِنَّ الْإِنْتِخَابَاتِ هَامَةٌ جَدًّا .	'They said that the elections are very important.'

(2) Object of preposition

يُطَالِبُونَ بِحُقُوقِهِمْ .	'They demand their rights.'
يُطَالِبُونَ بِأَنْ يَمْنَحَ الْمُجْتَمَعُ الْمَرْأَةَ كُلَّ حُقُوقِهَا .	'They demand that society grant women all their rights.'
أَخْبَرَنِي بِحُضُورِهِمْ .	'He informed me of their coming.'
أَخْبَرَنِي بِأَنَّهُمْ حَضَرُوا .	'He informed me (of the fact) that they had come.'
أَخْبَرَنِي أَنََّّهُمْ حَضَرُوا .	

In some cases, when the preposition is part of a verb-preposition idiom, it may be omitted before **أَنَّ** or **أَنْ**, as in the last example above.

The prepositions **قَبْلَ** 'before' and **بَعْدَ** 'after' often have **أَنَّ** - clauses as objects. After **قَبْلَ أَنْ** the verb must be subjunctive even if the action referred to has been completed. After **بَعْدَ أَنْ**, however, the subjunctive is used for future action and the perfect tense is used for completed actions.

Examples:

رَجَعَ إِلَى لِيْبْيَا قَبْلَ الْحُصُولِ عَلَى شَهَادَةٍ .	'He returned to Libya before obtaining a degree.'
رَجَعَ إِلَى لِيْبْيَا قَبْلَ أَنْ يَحْصُلَ عَلَى شَهَادَةٍ .	'He returned to Libya before he obtained a degree.'

رَجَعَ إِلَى لِيْبِيَا بَعْدَ الْحُصُولِ عَلَى شَهَادَةٍ .	'He returned to Libya, after obtaining a degree.'
سَيَرْجِعُ إِلَى لِيْبِيَا بَعْدَ أَنْ يَحْضُلَ عَلَى شَهَادَةٍ .	'He will return to Libya after he obtains a degree.'
رَجَعَ إِلَى لِيْبِيَا بَعْدَ أَنْ حَصَلَ عَلَى شَهَادَةٍ .	'He returned to Libya after he obtained a degree.'

(3) Subject of verb

أَعْجَبَهُ الْعَمَلُ .	'The work pleased him.'
أَعْجَبَهُ أَنْ ابْنَهُ حَصَلَ عَلَى شَهَادَةٍ .	'That his son got a degree pleased him' or 'It pleased him that his son got a degree.'

One verb which very often has a clause as its subject is **يَجِبُ** 'is necessary'. This is an impersonal verb, i.e., invariably 3 m.s. The subject clause begins with **أَنْ** :

يَجِبُ أَنْ تَذْهَبَ .	'That you go is necessary.' or 'It is necessary that you go.'
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Such sentences may often be translated by English "must": 'You must go.'

To specify the person on whom the obligation falls, the preposition **عَلَى** is used, corresponding in this context to "for":

يَجِبُ عَلَيْكَ أَنْ تَذْهَبَ .	'It is necessary for you to go' = 'You must go.'
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There are two ways to make **يَجِبُ** constructions negative, with different meanings. Contrast:

لا يَجِبُ أَنْ تَذْهَبَ . 'It is not necessary that you go' = 'You needn't go.'

يَجِبُ أَلَّا تَذْهَبَ . 'It is necessary that you not go' = 'You mustn't go.'

(In the last example, أَلَّا is a contraction of أَنْ لَا 'that not'.)

To express past time يَجِبُ may be used after كَانَ, but normally عَلَى or مِنْ الْوَاجِبِ is used:

• كَانَ يَجِبُ (عَلَيْكَ) أَنْ تَذْهَبَ .
• كَانَ عَلَيْكَ أَنْ تَذْهَبَ .
• كَانَ مِنْ الْوَاجِبِ أَنْ تَذْهَبَ .

'It was necessary that you go.' = 'You had to go.' or 'You should have gone.'

Note the different meanings that obtain depending on which verb is negated:

لَمْ يَكُنْ مِنْ الْوَاجِبِ أَنْ تَذْهَبَ . 'It was not necessary that you go.' = 'You didn't have to go.'

كَانَ مِنْ الْوَاجِبِ أَلَّا تَذْهَبَ . 'It was necessary that you not go.' = 'You should not have gone.'

A clause introduced by أَنَّ or أَنْ is often equivalent to a verbal noun, and can replace it or be replaced by it:

يَجِبُ أَنْ يَنْتَخِبُوا رَئِيسًا جَدِيدًا . 'They must elect a new president.'

يَجِبُ انْتِخَابُ رَئِيسٍ جَدِيدٍ . 'The election of a new president is necessary.' = 'A new president must be elected.'

أَعْجَبَهُ أَنْ ابْنَهُ حَصَلَ عَلَى شَهَادَةٍ . 'It pleased him that his son got a degree.'

أَعْجَبَهُ حُصُولُ ابْنِهِ عَلَى شَهَادَةٍ . 'His son's getting a degree pleased him.'

Now do Drill 4.

Drill 1. Written. Completion: Nominalizers

Fill in the blank with the appropriate nominalizer. (إِنَّ ، أَنَّ ، لَئِنْ)

- ١ - قال — الشعب الأمريكي ينتخب الرئيس كل أربعة أعوام .
- ٢ - يسمح المجتمع (— +) تحصل النساء على وظائف عالية .
- ٣ - ذكرت لي (— + هي) تنظر في طلبي .
- ٤ - يتمكن الحزب (من —) يعقد المؤتمر في نيويورك هذا الصيف .
- ٥ - قرأنا — الزائر يقبل على الهدو فيظهرون له الترحيب .
- ٦ - قال رئيس الجامعة (— + هو) يعتبر التعاون أمراً هاماً جداً .
- ٧ - يطالب الطلاب (— +) يشاركوا في تعيين الاساتذة .
- ٨ - يجب — يذهبوا الى المدينة للتجارة .

Drill 2. (On tape) Substitution: يَجِبُ أَنْ

Drill 3. Transformation: يجب أن Negative.

- | | |
|----------------------------|--------------------------|
| 'You must go.' → | أ - يجب أن تذهب . ← |
| 'You do not have to go.' → | ١ ط - لا يجب أن تذهب . ← |
| 'You must not go.' | ٢ ط - يجب ألا تذهب . |
-
- | | |
|--------------------------------|----------------------------|
| ٥ - يجب أن تبذل جهوداً كبيرة . | ١ - يجب أن يعقد الاجتماع . |
| ٦ - يجب أن يشمل الامتحان | ٢ - يجب أن ننظر في الطلب . |
| الدروس الأخيرة . | ٣ - يجب أن يرحلوا من مكان |
| ٧ - يجب أن تسمح الحكومة بذلك . | الى مكان . |
| ٨ - يجب أن تتركوا البيت . | ٤ - يجب أن تعتمد عليه . |

Drill 4. Transformation: أن clause → verbal noun

'They demand that the meeting be held tomorrow.' → يطالبون بأن ينعقد الاجتماع غدا، ←

'They demand the holding of the meeting tomorrow.' • يطالبون بالانعقاد الاجتماع غدا •

- ١ - يجب أن ينتخبوا رئيس الجمهورية •
- ٢ - ذكرتم أن الهدو رحبوا بكم •
- ٣ - سمعت بأنه تعاون مع الشركة بعد عودته •
- ٤ - يجب أن تقدم قهوة للزائر •
- ٥ - أخبرني بانك تتناول الوضع الاجتماعي الحاضر في مقالاتك •
- ٦ - قررت أن تدرس في مدرسة ثانوية •

2. ظَلَّ - أَصَحَّ - مَا زَالَ : كَانَ

The "sisters of كَانَ" are a small group of linking verbs that, like كَانَ, take their subjects in the nominative case and their predicates, if inflected, in the accusative. These include verbs of becoming, like أَصَحَّ 'to become'; of remaining, like بَقِيَ 'to remain' and مَازَالَ and ظَلَّ 'to continue, to...still, keep on'; or negation, like لَيْسَ 'is not'. In more formal prose لَيْسَ is also used to negate a verb in the imperfect indicative, equivalent in meaning to the imperfect negated with لَا. (This is a representative and not an exhaustive listing of these verbs.) Illustrations:

أَصَحَّ دُكْتُورًا بَعْدَ عِشْرِينَ سَنَةً مِنَ الدِّرَاسَةِ •	'He became a doctor after twenty years of study.'
هَلْ بَقِيَ فَرِيدٌ صَدِيقًا لَكَ حَتَّى الآن يَا مُنِيرُ ؟	'Has Farid remained your friend up until now, Munir?'
لَا تَزَالُ الطَّاوِلَةُ أَمَامَ الْبَابِ.	'The table is still in front of the door.'

ظَلَّتْ فِي بَيْتِ وَالِدِهَا حَتَّى تَزَوَّجَتْ. 'She remained in her father's house until she got married.'

لَسْنَا بِحَاجَةٍ إِلَى مُحَاضَرَةٍ يَا فِرَانَك. 'We aren't in need of a lecture, Frank.'

A characteristic of كَانَ and its sisters is that they may be followed by a verb in the imperfect indicative instead of an accusative predicate, in which case the latter verb is usually translated as an infinitive or active participle. The subject comes between the two verbs. In this construction مَا زَالَ أَصْبَحَ means "to develop to the point of, to come to (do or be)", and مَا زَالَ means "still" or "still be...". Illustrations:

أَصْبَحَ السِّيَاسِيُّونَ يَعْتَبِرُونَهُ صَدِيقًا لَهُمْ. 'The politicians came to consider him their friend.'

هَلْ بَقِيَتْ تَتَكَلَّمُ عَنْ عَائِلَتِهَا؟ 'Has she continued talking about her family?'

لَا يَزَالُ الْمُدْرِسُ يَشْرَبُ الْقَهْوَةَ فِي الصَّبَاحِ. 'The teacher still drinks coffee in class.'

ظَلَّ صَدِيقِي يَنْتَقِلُ مِنْ بَلَدٍ عَرَبِيٍّ إِلَى آخَرَ. 'My friend kept on moving from one Arab country to another.'

لَا يَزَالُ فَرِيدٌ يَعْمَلُ فِي الْمَصْنَعِ. 'Farid is still working in the factory.'

لَسْتُ أَعْتَمِدُ عَلَى أَحَدٍ. 'I don't depend on anybody.'

The expression مَا زَالَ (imperfect) requires further comment. (يَزَالُ) means 'to cease to be'; it normally appears in the negative in the meaning 'to continue, to continue to be, still..., etc. Its conjugation for the third person, perfect and imperfect, is given below for the two tenses.

	<u>Negative of the Perfect</u>	<u>Negative of the Imperfect</u>	
3 MS	مَا زَالَ 'he still...'	لَا يَزَالُ 'he still...'	
FS	مَا زَالَتْ 'she still...'	لَا تَزَالُ 'she still...'	
3 MD	مَا زَالَا 'they still...'	لَا يَزَالَانِ 'they still...'	

FD	لا تَزَالانَ 'they still...'	ما زالتا 'they still...'
3 MP	لا يَزَالونَ 'they still...'	ما زالوا 'they still...'
FP	لا يَزَلْنَ 'they still...'	ما زلْنَ 'they still...'

Note:

- (1) The perfect tense of زَال is usually negated with the negative particle ما 'not'; the imperfect is, as usual, negated with لا 'not'. The perfect tense of كَانَ 'to be' may also be negated with ما as well as with لَمْ plus jussive: لَمْ يَكُنْ، مَا كَانَ 'he was not'.
- (2) The two tenses of زَال are, in effect, synonymous in the negative, the imperfect being the one more commonly used.
- (3) Both forms have present meaning: 'he still...'. To indicate past time, كَانَ is usually used with the negative imperfect:

لا يَزَالُ طَالِبًا.	'He is still a student.'
كَانَ لا يَزَالُ طَالِبًا.	'He was still a student.'
كَانَتْ لا تَزَالُ تُدْرِسُ تَارِيخَ أوروپا في الجامعة.	'She was still studying European history in the university.'

The conjugation of زَال parallels that of كَانَ that was introduced in Lesson 11.C.4. The full conjugation of this class of verbs will be given in Lesson 31, and that of ظَلَّ in lesson 34.

Now do Drills 5 and 6.

Drill 5. (Also on tape) Substitution/transformation with أَصْبَحَ

- a. 'Farid is a famous doctor.' → فرید طبیب مشہور. ←
'Farid became a famous doctor.' → أصبح فرید طبیباً مشهوراً.

- ١ - الجمع بين البيت والعمل أمر صعب .
 - ٢ - نحن بحاجة الى مساعدتك .
 - ٣ - أنتم اصدقائي .
 - ٤ - هذا من أهمّ المواضيع .
 - ٥ - هي أعظم دولة في العالم .
- b. 'The government participated in the construction of the factories.'
- شاركت الحكومة فى بناء المصانع .
- أصبحت الحكومة تشارك فى بناء المصانع .
- 'The government has come to participate in the construction of the factories.'

- ١ - اعتمدت مصر على السد العالي الى ابعد حدّ .
- ٢ - اعتقد المفكّرون أنّ انتخاب الرئيس أمر هامّ .
- ٣ - توفّر للمرأة حقوق الرجل كلها .
- ٤ - أثرت القراءة على آرائه تأثيرا عظيما .
- ٥ - رحل من مكان الى مكان بعد زهاب زوجته .

Drill 6. (Also on tape). Substitution: لا يزال

'Ahmad is still the tallest boy in the class.'

لا يزال أحمد أطول ولد في الصف .

- ١ - حقوق المرأة غير مساوية لحقوق الرجل .
- ٢ - هما تطالبان بحرية التصرف .
- ٣ - فريدة طالبة في جامعة بغداد .
- ٤ - يعتبرونك صديقا مخلصا وعزيزا .
- ٥ - القاهرة أكبر مدينة في العالم العربي .
- ٦ - الهدو يرحلون من مكان الى مكان للبحث عن الماء .

3. The noun غَيْرٌ 'other than'

The word غَيْرٌ is a noun. It occurs mainly as the first term of an idāfa or with a pronoun suffix. One meaning is "other than"; it also serves to negate nouns and adjectives and may be translated "non-", "un-" and so on.

Examples:

حَضَرَ اجْتِمَاعَنَا الطُّلَابُ وَغَيْرُ الطُّلَابِ 'Students and non-students (other than students) attended our meeting.'

دَرَسْتُ الْعَرَبِيَّةَ وَغَيْرَهَا مِنَ اللُّغَاتِ. 'I studied Arabic and other languages.'

مِنْهُمْ الطَّبِيبَاتُ وَالْكَاتِبَاتُ وَغَيْرُهُنَّ. 'Among them are doctors, writers, and others.'

When a noun is modified by an idāfa consisting of غَيْرٌ with an adjective, غَيْرٌ agrees with the noun in case, while the adjective is always genitive but agrees with the noun in number, gender and definiteness:

مُوظَّفُونَ غَيْرَ لِهْنَانِيِّينَ 'non-Lebanese employees'

فِي هَذِهِ الْمَوَاضِعِ غَيْرِ الْهَامَةِ 'in these unimportant subjects'

Now do Drills 7 and 8.

Drill 7. Written. Recognition: غَيْرٌ

Vocalize and translate the underlined words.

- ١ - لا تزال حقوق المرأة غير مساوية لحقوق الرجل .
- ٢ - نعتبر هذا أمراً غير هام .
- ٣ - سافرنا الى مصر والعراق وغيرها من الدول العربية .
- ٤ - اجتمع الاساتذة والاساتذات وغيرهم من موظفي الجامعة .
- ٥ - اصبح الجمع بين العمل والدراسة غير سهل .
- ٦ - يعتقد الاستاذ فريد وغيره من المفكرين ان هذا الحق حق اساسي .

- ٧ - لم ينتخب هذا الشعب غير العربي رئيس الجمهورية .
- ٨ - سوف يجتمعون في هذه الدولة غير الاسلامية .

Drill 8. Written. Translation: غَيْرٌ

1. New York ("the state of New York") and other American states depend on government assistance.
2. Studying Arabic is not difficult.
3. The Arabs and the non-Arabs are cooperating to realize great economic progress.
4. This employee is insincere.
5. Among them are ministers and teachers and others.

4. Verbs with two accusatives: Verbs of giving

Among verbs that take two accusatives is a group that mean "to give" or "to grant"; these are illustrated by مَنَحَ 'to grant' in the sentence below:

مَتَى سَيَمْنَحُ الْمُجْتَمَعُ الْمَرْأَةَ كُلَّ حَقُوقِهَا ؟ 'When will society grant women all their rights?

The first of two accusatives after a verb of giving--in this instance --is the indirect object, and the second accusative--كُلَّ حَقُوقِهَا-- is the direct object. It is worth noting that this is exactly parallel to the English construction. A pronoun may also serve as either object. It is suffixed to the verb or verbal noun if it is an indirect object, but a special construction (44.C.3) is used if the pronoun is the second accusative. Additional examples:

عَرَفْتُ أَنَّ جَامِعَتَكُمْ تَمْنَحُ الطَّلَابَ مَسَاعِدَاتٍ كَثِيرَةً . 'I have learned that your university grants students a lot of assistance.'

مَنْحُونِي حَقَّ الْعَمَلِ فِي الْمَتْحَفِ . 'They granted me the right to work in the museum.'

5. Use of the tenses in English and Arabic

In dealing with the real world, English--like Arabic and no doubt most other languages--can deal with an act or deed as a completed event or it can deal with the situation resulting from that act. For example, if I had breakfast at seven o'clock this morning I can say "I had breakfast at seven this morning"--a completed event--or I can say "I've had breakfast today"--my present condition. If my guest arrived on the 4:30 train I can say "John arrived at 4:30 this afternoon"--a completed event--or I can say "John is here now"--the resultant present situation. Or if you told me yesterday that you are leaving for Europe next week I can say "I learned that yesterday" or "I found that out yesterday"--a completed event--or I can say "I know that"--the result of my having learned that fact. We can also say, to take another example, that Shakespeare depicted Hamlet as indecisive--a historical fact--or that he depicts Hamlet as indecisive--a present truth.

Arabic has these same choices, and also makes this distinction between completed events, as in a narrative, and the existing situation. The important point is that English and Arabic do not always make the same choices. For example, in the Basic Text of this lesson, the references to Dr. Sa' - dawī's observations are all reported in Arabic in the perfect tense: تَحَدَّثَتْ 'she spoke', ذَكَرَتْ 'she pointed out', قَالَتْ 'she said', while they are translated into English in the present tense. Arabic often views things as completed events where English presents them in terms of the present state of affairs. Thus, if we see our guest pulling up in the driveway, the Arab will say وَصَلَ 'he arrived' while the American will say "He's here now." When the teacher's explanation of a point has penetrated, the Arabic speaker

says 'فَهَمْتُ' 'I understood, I caught on' while the English speaker says "I understand." This is not to say that وَصَلَ means "he is here" or فَهَمْتُ means "I understand", but that Arabic tends to prefer to deal with events while English, by comparison, tends to prefer to present the resultant situation. That is, you must not only know what the verb tenses mean, you must know how they are used and how Arabic and English usage of the tenses agree and disagree.

D. Comprehension passage

د - نصوص للفهم

Read the following passage and then do Drill 9.

مقالة في جريدة الجامعة

نشرت جريدة الجامعة أمس مقالة طويلة بعنوان " وضع الطلاب في الجامعة " . كتب المقالة احدى الطالبات واسمها سوزان وليامز . تطالب كاتبة المقالة بمنح الطلاب عددا من الحقوق واهمها المشاركة في تقرير المناهج الدراسية . وتقول : "حقوق الطلاب في هذه الجامعة لا تزال غير مساوية لحقوق الطلاب في كثير من الجامعات الاخرى ، ويجب ان تعمل الجامعة على تحقيق هذه المساواة . يجب أن نتقدم بطلب الى رئيس الجامعة للنظر في هذا الامر " .

ونشرت الجريدة صباح اليوم رأي رئيس الجامعة في هذا الموضوع . قال الرئيس : " نحن نعتقد أن المشاركة في تقرير المناهج حق للطلاب وسوف نعمل على منحهم هذا الحق . نحن نرحب بالتعاون مع الطلاب ، لان هدفنا واحد وهو تقدم الجامعة " .

our goal is one and the same

Drill 9. Written. Completion.

Complete the following sentences in light of the above text.

- ١ - طالبت سوزان في مقالتها ببعض الحقوق واهم هذه الحقوق ——— •
- ٢ - قالت سوزان ان حقوق الطلاب في جامعتها ——— •
- ٣ - نشرت سوزان مقالتها في ——— •
- ٤ - قال رئيس الجامعة في مقالته انه يرحب ——— •
- ٥ - قال رئيس الجامعة أنّ الطلاب والاساتذة يعملون على تحقيق شيء واحد هو ——— •

E. General Drills.

هـ - التمارين العامة

Drill 10. (On tape) Perfect → Imperfect

Drill 11. Written. Singular ↔ plural

Fill in the blanks in the chart:

<u>Plural</u>	<u>Singular</u>
<u>Ex.</u> <u>يَعْتَقِدُ الْمُفَكِّرُونَ</u>	<u>يَعْتَقِدُ الْمُفَكِّرُ</u>
_____	١ - عام دراسي
ولايات اخرى	_____ ٢ -
_____	٣ - انعقد الاجتماع
توفرت الحقوق	_____ ٤ -
_____	٥ - للمراسل
_____	٦ - الطبيب المشهور
عين الموظفين	_____ ٧ -
_____	٨ - المرشحة تنصرف
_____	٩ - بدأ الفيلم
_____	١٠ - سألت الهند
_____	١١ - نقلنا اليكم خبرا هاما

Drill 12. (On tape) Written. Dictation.

Drill 13. Written. Recognition: اخوات انّ

Vowel the underlined words and then translate the sentences below.

- ١ - أتمكّن صديقي من ان يصحّ طهيها ؟
- ٢ - تعجبني مدينة بيروت لانها جميلة جدًا .
- ٣ - هل تعرف ان نهر النيل يؤثّر على اقتصاد مصر تأثيرا عظيما ؟
- ٤ - قال أنّ أمر انتخاب الرئيس هامّ جدًا .
- ٥ - يجب ان نسرّع الى الترحيب بالزائر الاجنبيّ .
- ٦ - تقدمت بطلب للعمل لكنّ المدير لم ينظر في طلبى .
- ٧ - ذكرنا أنّ حرية الرأي حقّ أساسيّ .

أ - النص الاساسي

مذكرات طالب امريكي

- ١ - القائد المسلم الذي فتح الأندلس هو طارق بن زياد .
- ٢ - هيرودتس هو الكاتب الذي قال قديماً : مصر هبة النيل . قال ^{gift}
- ذلك لأن النيل حياة مصر .
- ٣ - يحترم العرب المستشرق الذي يبذل جهوداً كبيرة لخدمة الادب العربي .
- ٤ - من المدن التي تقع على نهر النيل : القاهرة والإسكندرية ^{are located}
- وأسوان ، وهي من أكبر المدن المصرية وأجملها .
- ٥ - "تاريخ الادب العربي" من أهم الكتب التي كتبها كارل بروكلمان .
- ٦ - "الهلل" هي المجلة التي أنشأها جورج زيدان ، ولا تزال من أشهر المجلات المصرية .
- ٧ - مَيَّ زيادة هي المرأة العربية التي تأثرت بها النهضة الادبية النسائية تأثراً كبيراً .
- ٨ - يقول بعض المفكرين ان القومية العربية هي الفكرة التي تجمع ^{says} العرب معا .
- ٩ - "الأهرام" جريدة تتحدث باسم الحكومة المصرية ، وهي اليوم أشهر جريدة في العالم العربي .
- ١٠ - جبران خليل جبران أديب لبناني رحل الى امريكا ، وهناك كتب عدداً من الكتب أشهرها "النبي" ^{The Prophet} .
- ١١ - إبراهيم طوقان أديب فلسطيني كتب شعراً قومياً كثيراً .
- ١٢ - محمد عليّ رجل حكم مصر عندما كانت ولاية عثمانية ^{governed; Ottoman} .
- ١٣ - نازك الملائكة أديبة عراقية ساعدت على تطور الشعر العربي الحديث .

- philosophy ١٤ - إِبْنُ خُلْدُون عَرَبِيّ كَتَبَ كِتَابَهَا عَنْ فَلَسْفَةِ التَّارِيخِ ، وَلَهُ فِي الْكِتَابِ
آرَاءُ هَامَّةٌ يَدْرُسُهَا الْيَوْمَ طُلَّابُ التَّارِيخِ فِي كُلِّ بِلَادِ الْعَالَمِ .
- ١٥ - لَنْجِيبٌ مُحْفُوظٌ كَتَبَ يَقْرَأُهَا عَدَدٌ كَثِيرٌ مِنَ الْعَرَبِ ، وَهُوَ يَتَحَدَّثُ فِي
كِتَابِهِ عَنِ الْحَيَاةِ الْاجْتِمَاعِيَّةِ الْمَصْرِِّيَّةِ .

A. Basic text

An American Student's Notes

1. The Muslim leader who conquered Spain was Ṭāriq Ibn Ziyād.
2. Herodotus is the writer who said, long ago; "Egypt is the gift of the Nile." He said that because the Nile is Egypt's life-blood.
3. The Arabs respect the orientalist who exerts great efforts in the service of Arabic literature.
4. Among the cities which are located on the Nile are Cairo, Alexandria, and Aswan; these are among the biggest and most beautiful of Egyptian cities.
5. The History of Arabic Literature is one of the most important books which Carl Brockelmann wrote.
6. Al-Hilāl is the magazine which Jurjī Zaydān founded; it is still one of the most famous Egyptian magazines.
7. Mayy Ziyādah is the Arab woman by whom the women's literary movement was greatly influenced.
8. Some thinkers say that Arab nationalism is the concept which joins the Arabs together.
9. Al-Ahrām is a newspaper which speaks in the name of the Egyptian government; today it is the most famous newspaper in the Arab world.
10. Kahlil Gibran was a Lebanese writer who went to America and there wrote a number of books, the most famous of which is The Prophet.
11. Ibrahīm Ṭūqān was a Palestinian literary figure who wrote much na-

tionalist poetry.

12. Mohammad 'Alī was a man who ruled Egypt when it was an Ottoman province.
13. Nāzik Al-Malā'ika is an Iraqi author who helped in the development of modern Arabic poetry.
14. Ibn Khaldūn was an Arab who wrote a book on the philosophy of history; he has in the book important views which students of history study to-day in all countries of the world.
15. Naguib Mahfouz has books which a large number of Arabs read; in his books he speaks about life in Egyptian society.

B. Vocabulary

ب - المفردات

مَذْكِرَةٌ - ات	note, reminder; (p.) notes; memoires
قَائِدٌ - قَوَادٍ ، قَادَةٌ	leader, commander, general
مُسْلِمٌ - ون	Muslim
الَّذِي	(m.s.) who, that, which
فَتَحَ - ، فَتَحَ	to open; to conquer
الْأَنْدَلُسُ	Andalusia; Spain
طَارِيقُ بْنُ زِيَادٍ	Tāriq Ibn Ziyād
إِحْتَرَمَ ، إِحْتِرَامٌ	VIII to respect
مُسْتَشْرِقٌ - ون	orientalist (western scholar specializing in oriental studies)
أَدَبٌ - آدَابٌ	literature, letters
الَّتِي	(f.s.) who, that, which
كارل بروكلمان	Carl Brockelmann
"الْهَيْلُ"	Al-Hilāl (Egyptian literary magazine; lit. "The Crescent")
مَجَلَّةٌ - ات	magazine
أَنْشَأَ ، إِنْشَاءٌ	IV to create, establish, found
جورجي زيدان	Jūrjī Zaydān (m. writer)

مَيَّ زِيَادَة	Mayy Ziyādah (f. writer)
تَأَثَّرَ ، تَأَثَّرَ بِهِ ، فِي	V to be influenced, affected by
نَهْضَة - نَهَضَات	awakening, rebirth, renaissance; upswing, boom
قَوْمِيَّة - ات	nationalism
قَوْمِي - ون	national(ist), nationalistic
جَمَعَ - ، جَمَعَ	to gather, collect, assemble; to unite
مَعًا	(adv.) together
الْأَهْرَام	<u>Al-Ahrām</u> (Cairo newspaper; lit."The Pyramids")
أَدِيبٌ - أَدِبَاءُ	man of letters, author, writer, lit- térateur
إِبْرَاهِيمُ طَوْقَان	Ibrahīm Tūqān (m. writer)
فِلَسْطِينُ	Palestine
شِعْرٌ - أَشْعَارٌ	poetry; poem
مُحَمَّدٌ عَلِيٌّ	Muhammad 'Alī
عِنْدَ	(prep.) at the place of, at the time of, at; (after verbal noun) upon, on (doing s.th.)
عِنْدَمَا	(conj.) at the time when, when
نَازِكُ الْمَلَائِكَةِ	Nāzik al-Malā'ikah (f. writer)
تَطَوَّرَ ، تَطَوَّرَ	V to develop, evolve (intransitive)
إِبْنُ خَلْدُون	Ibn Khaldūn
نَجِيبٌ مَحْفُوظٌ	Najīb Maḥfūḍ (in Egypt: Nagīb Maḥfūz)

C. Grammar and drills

ج - القواعد والتمارين

1. Relative clauses
2. Gender of names and titles
3. The nominalizer ما
4. Adverbial use of the accusative

1. Relative clauses

a. Definite relative clauses.

In the sentence

مَنْ الْقَائِدُ الْمُسْلِمُ الَّذِي فَتَحَ الْأَنْدَلُسَ؟ 'Who is the Muslim general who conquered Andalusia?'

فَتَحَ الْأَنْدَلُسَ 'who' is a relative pronoun introducing the relative clause 'he conquered Andalusia'.

The special features of the Arabic relative clause are as follows:

(1) the relative pronoun agrees with the antecedent in gender, number and case. الَّذِي in the sentence above is masculine singular nominative like its antecedent الْقَائِدُ. The antecedent of الَّذِي must be definite.

(2) the relative clause is a complete sentence in itself--that is, it can stand alone as an independent sentence: فَتَحَ الْأَنْدَلُسَ 'He conquered Andalusia' is a viable sentence.

If, however, the relative clause is an equational sentence, and the subject is a pronoun, that pronoun is usually omitted. Thus,

الرَّجُلُ الَّذِي هُوَ مِنْ مِصْرَ 'The man who is from Egypt'

becomes

الرَّجُلُ الَّذِي مِنْ مِصْرَ 'The man who is from Egypt' or 'The man from Egypt'

Accordingly, the phrase

الرَّجُلُ الَّذِي فِي الْبَيْتِ 'The man who is in the house' or 'The man in the house'

implies the existence of a pronoun subject--here هُوَ --which has been omitted.

The last two examples illustrate the important point that a definite noun

modified by a prepositional phrase in English must be translated into Arabic with the proper form of الَّذِي. The phrase "the woman from Beirut", for example, is rendered in Arabic الْمَرْأَةُ الَّتِي مِنْ بَيْرُوتَ and is equivalent to "the woman who is from Beirut."

(3) There must be a word in the relative clause itself which refers to the antecedent and agrees with it; in the sentence at the beginning of this section, the subject of the verb فَتَحَ is the same as the antecedent and so this verb agrees with it. The word in the relative clause which refers back to the antecedent and agrees with it is called the relator.

The illustrative sentence above can be diagrammed as below:

<u>relative clause</u>		<u>antecedent clause</u>
فَتَحَ الْأَنْدَلُسَ.	الذي	مَنْ الْقَائِدُ الْمُسْلِمُ؟
'He conquered Andalusia.'		'Who is the Muslim general?'

The antecedent clause and the relative clause are both complete sentences and the relative pronoun الَّذِي is a part of neither. The relative pronoun's role is to link the relative clause to the antecedent, in this case الْقَائِدُ الْمُسْلِمُ.

If the relator is not the verb of the relative clause it will be a pronoun suffix, whether object of the verb or the object of a preposition or suffixed to a noun. Note well that the relator as pronoun suffix is not translated into English. When translating into Arabic, do not forget to insert this pronoun in the Arabic relative clause. The various types of relator are illustrated below:

Relator = object of verb:

ما اسمَ الْكِتَابِ الَّذِي كَتَبَهُ كَارِلُ بْرُوكْلْمَان؟	'What is the name of the book that Carl Brockelmann wrote?'
------------------------------------------------------------	-------------------------------------------------------------

Literally, the Arabic says "What is the name of the book which Carl Brockelmann wrote it?"

Relator = object of preposition

هَذَا هُوَ الْكُرْسِيِّ الَّذِي بَحَثْتَ عَنْهُ .	'This is the chair that you searched for.' [Lit.: '...that you searched for <u>it</u> .']
---------------------------------------------------	----------------------------------------------------------------------------------------------

Relator = suffixed to a noun

هَذَا هُوَ الْكَاتِبُ الَّذِي قَرَأْتَ كُتُبَهُ .	'This is the author whose books you read.' [Lit.: '...who you read his books']
هَذَا هُوَ الْكَاتِبُ الَّذِي مَاتَتْ امْرَأَتُهُ .	'This is the author whose wife died.' [Lit.: '...who his wife died']
هَذَا هُوَ الْكَاتِبُ الَّذِي أَوْلَادُهُ طُلَّابٌ فِي الْقُدْسِ .	'This is the author whose children are students in Jerusalem.' [Lit.: '...who his children are students in Jerusalem.']

b. The forms of الَّذِي are given in the box below:

		الَّذِي 'who'	
		Masculine	Feminine
Singular		الَّذِي	الَّتِي
Dual	nom.	الَّذَانِ	الَّتَانِ
	gen./acc.	الَّذَيْنِ	الَّتَيْنِ
Plural		الَّذِينَ	الَّلَّوَاتِي

Note that case is distinguished only in the dual. The ال of الَّذِي is the definite article, and therefore is subject to wasla.

Remember that the relative pronoun must agree in case with the antecedent; this agreement affects the dual only, as in

أَيْنَ الْقَلَمَانِ اللَّذَانِ كَانَا عَلَى هَذَا الْكُرْسِيِّ ؟	'Where are the two pencils that were on this chair?'
هَلْ اجْتَمَعْتُمُ بِالْمَرْأَتَيْنِ اللَّتَيْنِ قَرَّرَتَا الْذَهَابَ مَعَكُمْ ؟	'Have you met with the two women who decided to go with you?'

Now do Drills 1 and 2.

b. Indefinite relative clauses.

The relative pronoun الَّذِي is definite, since it begins with the definite article, (see b. above). Accordingly, it can only refer back to a definite antecedent as in all the illustrations in part a above, and in sentences 1-8 in the Basic Text. If the antecedent is indefinite, no relative pronoun at all is used (see sentences 9-15 in the Basic Text). Features (2) and (3) of part a above must still be met, however, so that if the antecedent is indefinite a modifying relative clause will immediately follow it without الَّذِي. Thus:

هُوَ قَائِدٌ مُسْلِمٌ فَتَحَ الْأَنْدَلُسَ .	'He is a Muslim general who conquered Andalusia.'
لِنَجِيبَ مَحْفُوظٍ كُتُبٌ يَقْرَأُهَا عَدَدٌ كَبِيرٌ مِنَ الْعَرَبِ .	'Najīb Maḥfūẓ has books which a great number of Arabs read.'
هَلْ هُنَاكَ كَاتِبٌ لِهِنَانِي قَرَأْتُ كُلَّ كُتُبِهِ ؟	'Is there a Lebanese writer all of whose books you have read?'

The indefinite relative clause comes immediately after the antecedent. If there is a pause in reading, or if there is written punctuation, the result is two independent sentences.

جِبْرَانُ خَلِيلُ جِبْرَانٍ أَدِيبٌ لِهِنَانِي رَحَلَ إِلَى أَمْرِيكَ وَسَكَنَ فِي نِيُيُورِكِ .	'Gibran Kahlil Gibran was a Lebanese writer who travelled to the States and lived in New York.'
جِبْرَانُ خَلِيلُ جِبْرَانٍ أَدِيبٌ لِهِنَانِي . رَحَلَ إِلَى أَمْرِيكَ وَسَكَنَ فِي نِيُيُورِكِ .	'Gibran Kahlil Gibran was a Lebanese writer. He travelled to the States and lived in New York.'

Now do Drills 3 and 4.

Drill 1. (Class exercise) Recognition: Relative pronoun.

Underline each occurrence of the relative pronoun (الذي in any of its forms) in the basic text of this lesson. Give the antecedent (i.e. the noun it refers back to) for each occurrence. Ex.

القائدُ الذي فتحَ الاندلسَ القائدُ

Drill 2. (Also on tape) Embedding: Relative clause with الذى .

a. Each of the following pairs of sentences contains identical subjects (underlined). Incorporate the second sentence into the first, using the appropriate form of الذى as shown in the example. Ex.

'The instructor is (a) Muslim.'

'The instructor teaches Islamic history.'

'The instructor who teaches Islamic history is (a) Muslim.'

← { . المعلمة مسلمة .
المعلمة تدرس التاريخ الاسلامي .

المعلمة التي تدرس التاريخ الاسلامي مسلمة .

هاتان المرأتان امريكيتان .

الاديب المشهور من امريكا .

١ - الاديب كتب هذه المقالة القصيرة .

٤ - هاتان المرأتان عملتا على

تقديم النهضة النسائية .

الجرائد مصرية .

٢ - الجرائد نشرت اخبارا هامة .

العائلة عربية .

٥ - العائلة تسكن فى ذلك البيت

الصغير .

المراسلون اجانب .

٣ - المراسلون ذهبوا لزيارة آثار

٦ - الطلّات قابلن رئيس

بعلبك .

الجمهورية .

b. Each of the following pairs of sentences also contains identical nouns or noun phrases, though no longer the subject of both sentences. As before, incorporate the second sentence into the first, using a form of الذى and providing pronoun suffixes where necessary. Ex.

'The book is very famous.'

'My professor wrote the book.'

'The book which my professor wrote is very famous.'

← { . الكتاب مشهور جدًا .
كتب أستاذى الكتاب .

الكتاب الذي كتبه أستاذى مشهور جدًا .

- ١ - الهنك بعيد من هنا .
عملت في الهنك اربع سنوات .
- ٢ - المرشح رجل كبير .
انتخب الحزب المرشح في الصيف .
- ٣ - المجلة هي " الهلال " : .
أنشأ جورجي زيدان المجلة .
- ٤ - الدرسان طويلان و صعبان .
درست الدرسين مساء امس .
- ٥ - يحترم العرب المستشرقين المعاصرين .
المستشرقون يبذلون جهودا كبيرة في تقدّم الادب العربي .
- ٦ - اجتمعنا مع الرجلين .
الرجلان يتعاونان معنا في العمل .
- ٧ - كتبت الادبية هذا الشعر القومي .
قرأت هذا الشعر القومي امس .
- ٨ - يسرع الهدو الى اكرام الزوّار .
يقبل الزوّار عليهم .

Drill 3. (Also on tape) Transformation: Definite → indefinite relative clauses

'They elected the candidate who attended the convention.' → انتخبوا المرشح الذي حضر المؤتمر .

'They elected a candidate who attended the convention.'

- ١ - قرأت الكتاب الذي كتبه صديقي .
- ٢ - اكملنا المناهج الدراسية التي قرّرتها وزارة التربية .
- ٣ - اعرف النساء اللواتي ساعدن على تقدّم النهضة الادبية في مصر .
- ٤ - قابل الرجلين اللذين يتكلّمان العربية .

- ٥ - درست في المدرسة الثانوية التي خرّجت بعض القوّاد القوميين .
- ٦ - هاتان هما المذكّرتان اللتان كتبهما اثناء المحاضرة .
- ٧ - ذكرت الموضوع الذي تناولته في مقالتي .

Drill 4. Written. Completion: Relative pronoun.

Fill in the appropriate form of the relative pronoun, if necessary, in each of the following sentences:

- ١ - هذه هي المجلّة — أنشأها والدي .
- ٢ - ذهبوا الى مطعم — أكلنا فيه امس .
- ٣ - تقدّمت بطلب للعمل — سينظر فيه المدير .
- ٤ - سيتحدّث الوزير الى الموظفين — يعملون في وزارته .
- ٥ - قابلت مفكرا — كتب مقالة بعنوان " يجب أن تحقّق المرأة حقوقها " .
- ٦ - بحث الاساتذة الدول العربية — يسافرون اليها هذا الصيف .
- ٧ - ذهبنا لزيارة مصنعين حديثين — شاركت في بناءهما الحكومة .
- ٨ - درست مع أولئك النساء — اصحن كاتبات مشهورات .
- ٩ - قرأت في الجريدة عن حكومة جديدة — منحت حق الانتخابات لكل الشعب .
- ١٠ - متى موعد الطائرة — ستسافر الى الاردن ؟

2. Gender of names and titles

It has been noted previously that names of cities are feminine; this is perhaps because the word مَدِينَةٌ 'city', which is feminine, can be understood as preceding every name, for example مَدِينَةُ بَيْرُوتَ (the city of) Beirut'. For similar reasons, the names of magazines and newspapers are treated as feminine because the words مَجَلَّةٌ 'magazine' and جَرِيدَةٌ 'newspaper' are feminine, while book titles are masculine because كِتَابٌ 'book' is masculine.

Thus one says

أَلْهَيْلُ هِيَ الْمَجَلَّةُ الَّتِي	'Al-Hilāl is the magazine which...'
«الْأَهْرَامُ» هِيَ الْجَرِيدَةُ الَّتِي ...	'Al-Ahrām is the newspaper which...'
هَلْ قَرَأْتَ الْأَهْرَامَ أَمْسَ؟ نَعَمْ، أَقْرَأُهَا كُلَّ يَوْمٍ.	'Did you read Al-Ahrām yesterday? Yes I read it every day.'
«سِتَّةُ أَيَّامٍ» هُوَ الْكِتَابُ الَّذِي ...	'Sitta Ayyām is the book that...'

3. The nominalizer مَا

The particle مَا has a number of different meanings and functions. In previous lessons we have seen the interrogative مَا 'what?' and the negative مَا 'not' (in مَا زَالَ, see 22.C.2). This particle also has a nominalizing function like that of أَنَّ or أَنَّ, namely to introduce a clause functioning like a noun. Unlike أَنَّ or أَنَّ, however, clauses introduced by this مَا serve only as the object of certain prepositions. One of these occurs in this lesson: the preposition عِنْدَ. When the object of عِنْدَ is a verbal noun, it may be translated into English as "upon, on" ("at the time of"), for example:

عِنْدَ رُجُوعِهِمْ كَتَبُوا مَقَالَةً.	'Upon their return they wrote an article.'
----------------------------------------	--------------------------------------------

When, on the other hand, the object of عِنْدَ is a clause introduced by مَا, the combination عِنْدَمَا is equivalent to the English conjunction "when" ("at the time when"):

عِنْدَمَا رَجَعُوا كَتَبُوا مَقَالَةً • 'When they returned they wrote an article.'

Now do Drill 5.

Drill 5. Written. Recognition: Use of ما .

In the sentences below, underline each occurrence of ما and describe its usage in the sentence, i.e., interrogative, negative or nominalizer.

- ١ - سَأَلَنِي : مَا عَنَوَانُ مُحَاضَرَةِ الْإِسْتَاذِ ؟
- ٢ - بَنَتَهُ مَا زَالَتْ تَسْكُنُ فِي مَدِينَةٍ أُخْرَى •
- ٣ - مَا أَسْمَاءُ الْأَدِبَاءِ الَّذِينَ قَابَلْتَهُمْ فِي الْاجْتِمَاعِ ؟
- ٤ - اسْتَقْبَلْنَا الرَّئِيسَ عِنْدَمَا رَجَعَ مِنْ سَفَرِهِ •
- ٥ - أَمَا زَالَ الْمَدِيرُ فِي مَكْتَبِهِ ؟
- ٦ - تَحَدَّثَ إِلَيَّ بِالْعَرَبِيَّةِ عِنْدَمَا قَابَلْتَهُ •
- ٧ - مَا اسْمُ الشَّارِعِ الَّذِي تَسْكُنُ فِيهِ ؟
- ٨ - مَا زَالُوا يَرْحَلُونَ مِنْ مَكَانٍ إِلَى مَكَانٍ فِي الصَّحْرَاءِ لِلْبَحْثِ عَنِ الْمَاءِ •

4. Adverbial use of the accusative

Arabic has few true adverbs, such as هُنَا 'here', أَلْآنَ 'now', فَقَطْ 'only' and أَمْسَ 'yesterday'. Adverbs are invariable in form. The function of adverbs is to a great extent performed by nouns and adjectives in the accusative case and with nunation. The following "adverbs" that we have had, for example, are nouns or adjectives in the accusative indefinite used adverbially:

<u>Adverb</u>		- based on -	<u>Noun</u>	
عَادَةً	'usually'		عَادَةً	'custom, habit'
أَحْيَانًا	'sometimes'	حِينَ - أَحْيَانًا		'time (times)'
مَثَلًا	'for example'	مَثَلٌ		'example, model'
جَدًّا	'very'	جِدًّا		'earnestness'
قَدِيمًا	'in ancient times, in former times'	قَدِيمٌ		'old, ancient'
كَثِيرًا	'a lot; often'	كَثِيرٌ		'much; many'

In like manner, the following nouns and adjectives are used adverbially:

<u>Noun/adjective</u>		- is the base for -	<u>Adverb</u>	
أَوَّلٌ	'first'		أَوَّلًا	'first, firstly'
الثَّانِي	'the second'		ثَانِيًا	'secondly'
ثَالِثٌ	'third'		ثَالِثًا	'thirdly'
رَابِعٌ	'fourth'		رَابِعًا	'fourthly'
قَرِيبٌ	'nearby'		قَرِيبًا	'soon, before long'
طَوِيلٌ	'long; tall'		طَوِيلًا	'at length, a long time'
كَثِيرٌ	'much, many'		كَثِيرًا	'very, very much; often'
حَدِيثٌ	'new, recent, modern'		حَدِيثًا	'recently'
أَخِيرٌ	'last; latest'		أَخِيرًا	'finally, at last; recently, lately'
حَقٌّ	'right' (noun)		حَقًّا	'really, indeed, truly'

Henceforth the nouns and adjectives in the list above may occur in this adverbial function. Beginning with the vocabulary list of the next lesson, we will list the adverbial form of any noun or adjective so used; for example:

قَدِيمٌ - قَدِيمًا old, ancient

قَدِيمًا in ancient times, in former times, once

Definite nouns of time are also used adverbially in the accusative case;
the definite article has the force of a demonstrative 'this':

الْيَوْمَ	'today'
الْليْلَةَ	'tonight'
السَّاعَةَ	'at this time, now'
تِلْكَ اللَّيْلَةَ	'on that night'
هَذِهِ السَّنَةَ	'this year'
كُلَّ يَوْمٍ	'every day'

D. Comprehension passage

د . نصوص للفهم

(1) Read the following passage and then do Drills 6 and 7.

محمد عبده

Muhammad

Abdu

كان مُحَمَّدُ عَبْدُهُ من أهم قواد النهضة الاسلاميّة في العالم العربي .
أكمل دراسته في مدينة طَنْطَا في مصر ، ثمّ انتقل الى القاهرة ودرس في
الازهر ثمانية اعوام ، ثم درّس في الازهر وكتب مقالات كثيرة في جريدة
الاهرام .

Jamal

Al-Din
Al-Afghani

وفي القاهرة قابل جمال الدين الأفغاني الذي كان من أشهر
المفكرين في العالم الاسلامي . تأثر محمد عبده بالافغاني تأثرا كبيرا
وكان يُعْتَبَرُ نَفْسَهُ تَلْمِيذَ الافغاني : لكن بعض الكتاب يعتبرون محمد عبده
disciple himself he considere
اعظم من الافغاني .

اختلف محمد عبده في الرأي مع الحكومة فرحل الى بيروت ومنها
الى فرنسا . وفي باريس تعاون مع صديقه الافغاني في اصدار جريدة عربية
ثم رجع الى مصر ، وهناك درّس في الازهر ونشر عددا من الكتب والمقالات
التي خدّمت العالم الاسلامي خدمة عظيمة . كانت في العالم العربي حياتان :
served

حياة اسلامية تأثرت بأوروبا واخرى لم تتأثر بها . وكان محمد عبده يحترم
الحياتين ويعمل على التوفيق بينهما .
to reconcile them

(2) Listen to the passage on tape and then do Drill 8.

Drill 6. Written and oral. Composition. Questions and answers.

Make up five questions based on the reading passage above to bring to
class for an oral exercise and/or to hand in.

Drill 7. Translation.

Translate the last paragraph of the reading passage into English.

Drill 8. Written. Questions.

أسئلة

- ١ - من أيّ جامعة حصل نجيب محفوظ على البكالوريوس ؟
- ٢ - هل عمل نجيب محفوظ في وظائف حكوميّة ؟
- ٣ - عمّ تحدّث نجيب محفوظ في كتبه ؟
- ٤ - ما رأي طه حسين في كتب نجيب محفوظ ؟
- ٥ - بم تأثّر أدب نجيب محفوظ ؟

E. General drills

هـ - التمارين العامّة

Drill 9. (Also on tape) Transformation: Affirmative → negative.

Negate the following sentences, using غَيْرٌ ، لَيْسَ ، لَنْ ، أَلَّا ، لَا
or لَمْ as appropriate.

- ١ - سأحضر الاجتماع .
- ٢ - أنا مستعدّ لامتحان .
- ٣ - ينتخب الحزب مرشحا كل صيف .
- ٤ - أرسلت الرسالة امس .
- ٥ - يجب ان تذهب معي .
- ٦ - سأقرأ الجريدة هذا المساء .

- ٧ - أهذا مكتبك الجديد
يا أحمد؟
- ٨ - نعرف أنكم بحاجة إلى
مساعدتنا .
- ٩ - مكانة المرأة في معظم بلاد
العالم مساوية لمكانة
الرجل .
- ١٠ - قواعد هذا الدرس سهلة .

Drill 10. (Also on tape) Review: Ordinals.

قرأت الكتاب الأول لهذا الكاتب . (٤) ←
'I have read this writer's
first book.' (4) →

قرأت الكتاب الرابع لهذا الكاتب .
'I have read this writer's
fourth book.'

٦	٥
٨	١٠
٢	٣
٤	٧
١	٩

Drill 11. Review: Time-telling.

استقبله في المطار في الساعة
الحادية عشرة .
'He met him at the airport at
11 o'clock.'

10:30	3:20
6:15	2:40
4:45	12:00
1:00	

Drill 12. Written. Completion: Cognate accusative.

Provide the correct verbal noun in the blanks below. Ex.

'It influenced him greatly.'
أثر عليه تأثيرا عظيما .

- ١ - اعتمدنا عليكم — عظيمًا .
- ٢ - رحّبوا بنا — جميلًا .
- ٣ - بحثوا الوضع السياسي — طويلاً .
- ٤ - تحدّث رئيس الجمهورية — طويلاً .
- ٥ - تختلف آرائني عن آراء والدي — عظيمًا .
- ٦ - يحترم الشعب رئيسه — خاصًّا .
- ٧ - تطوّر الادب العربيّ — عظيمًا في الاعوام الخمسين الاخيرة .
- ٨ - تقدّم الاقتصاد المصريّ — عظيمًا بعد بناء السد العالي .

أ - النصّ الأساسي

قناة السويس

لَقَنَاة السوِيس اَهْمِيَّةٌ دَوْلِيَّةٌ عَظِيْمَةٌ ، فَهِيَ تُقَصِّرُ الْمَسَافَةَ بَيْنَ
 الشرق والغرب ، وَتَوْثِّرُ بِذَلِكَ عَلَى التَّجَارَةِ الْعَالَمِيَّةِ . وَلَيْسَ فِي الْعَالَمِ
 قَنَاةٌ لَهَا اَهْمِيَّتُهَا سِوَى قَنَاةِ بَنَامَا .
 وَالْمَدِينَتَانِ اللَّتَانِ تَرْبِطُ بَيْنَهُمَا قَنَاةُ السَّوِيسِ هُمَا بُورْ سَعِيد
 وَالسَّوِيس . وَقَدْ اصْبَحَتْ هَاتَانِ الْمَدِينَتَانِ بَعْدَ حَفْرِ الْقَنَاةِ مِنْ أَهَمِّ الْمَدَنِ
 الْمَصْرِيَّةِ .
 تَمَّ حَفْرُ الْقَنَاةِ فِي سَنَةِ ١٨٦٩ ، وَكَانَ الَّذِينَ اشْرَفُوا عَلَى حَفْرِهَا
 مِهْنَدِسِينَ مَصْرِيَّيْنِ وَفَرَنْسِيَّيْنِ .
 كَانَتْ شَرَكَةُ قَنَاةِ السَّوِيسِ فِي الْبَدَايَةِ شَرَكَةً مَصْرِيَّةً فَرَنْسِيَّةً لَكِنَّ
 الدَّوْلَتَيْنِ اللَّتَيْنِ نَجَدْتَا فِي السَّيْطَرَةِ عَلَيْهَا بَعْدَ ذَلِكَ هُمَا فَرَنْسَا وَبَرِيطَانِيَا ،
 وَقَدْ انْتَهَتْ هَذِهِ السَّيْطَرَةُ فِي عَامِ ١٩٥٦ عِنْدَمَا اصْبَحَتْ الشَّرَكَةُ وَطَنِيَّةً .
 وَقَدْ تَأَثَّرَتْ حَيَاةُ مِصْرَ السِّيَاسِيَّةِ وَالْاِقْتِصَادِيَّةِ تَأَثُّرًا كَبِيرًا بِقَنَاةِ
 السَّوِيسِ ، خَاصَّةً فِي زَمَنِ الرَّئِيسِينَ اللَّذِينَ حَكَمُوا مِصْرَ بَعْدَ الثَّوْرَةِ ، وَهُمَا
 جَمَالُ عَبْدِ النَّاصِرِ وَأَنْوَرُ السَّادَاتِ .

أَسْئَلَةٌ

- ١ - أَيْنَ قَنَاةُ السَّوِيسِ ؟
- ٢ - أَيُّ قَنَاةٍ أُخْرَى لَهَا أَهْمِيَّةٌ قَنَاةُ السَّوِيسِ ؟
- ٣ - مَا الْمَدِينَتَانِ اللَّتَانِ تَرْبِطُ بَيْنَهُمَا قَنَاةُ السَّوِيسِ ؟
- ٤ - مَنْ أَشْرَفَ عَلَى حَفْرِ قَنَاةِ السَّوِيسِ ؟

- ٥ - هل شركة قناة السويس شركة فرنسيّة الآن ؟
- ٦ - هل تأثرت حياة مصر بالقناة ؟
- ٧ - من الرئيسان اللذان حكما مصر بعد الثورة ؟

A. Basic text

The Suez Canal

The Suez Canal has great international importance, for it shortens the distance between East and West, and thereby affects world trade. There is no (other) canal in the world which is of equal importance ("which has its importance") except the Panama Canal.

The two cities that the Suez Canal links are Port Said and Suez; these two cities have become, after the digging of the canal, two of the most important cities of Egypt.

The digging of the canal was completed in 1869; those who supervised the digging of it were Egyptian and French engineers.

The Suez Canal Company was at first a Franco-Egyptian company, but the two nations that succeeded in gaining control of it after that were France and Britain. This control ended in 1956 when the company became state-owned.

The political and economic life of Egypt has been greatly influenced by the Suez Canal, especially in the time of the two presidents who governed Egypt after the revolution, Jamal Abd Al-Nasir and Anwar Al-Sadat.

B. Vocabulary

ب - المفردات

قَنَاةٌ - قَنَوَاتٌ	canal
السُّوَيْسُ	Suez
أَهْمِيَّةٌ	importance
دَوْلِيٌّ	international

مَسَافَةٌ - ات	distance
شَرْقٌ	east
غَرْبٌ	west
سِوَى	(prep.) except
پَنَامَا	Panama
رَبَطَ - ، رَبطَ (بين)	to connect, bind, tie; to combine, unite
بور سعيد	Port Said
حَفَرَ - ، حَفَرٌ	to dig
تَمَّ	(fem. تَمَّتْ) it was completed
أَشْرَفَ ، إِشْرَافٌ عَلَى	IV to supervise
مُهَنْدِسٌ - ون	engineer
بِدَايَةٌ	beginning
نَجَحَ - ، نَجَاحٌ (في)	to succeed (in)
سَيْطَرَةٌ (عَلَى)	control (of, over)
بَرِيطَانِيَا	Britain
قَدْ	(verbal particle: see C.1 below)
خَاصَّةً	especially
زَمَنٌ - أَزْمَانٌ	time; period, stretch of time
حَكَمَ - ، حُكْمٌ	to govern, rule
ثَوْرَةٌ - ات (عَلَى)	revolution, revolt, rebellion (against)
ثَوْرِيٌّ - ون	(nisba of ثَوْرَةٌ) revolutionary
جَمَالُ عَبْدِ النَّاصِرِ	Jamal Abd Al-Nasir
أَنْوَرُ السَّادَاتِ	Anwar Al-Sadat

Additional Vocabulary

بِلَادٌ (f.s.) country; homeland

1. The relative pronoun الَّذِي without antecedent
2. Particle قَدْ
3. Form IX verbs and verbal nouns
4. Form X verbs and verbal nouns
5. Form I to X verbs and verbal nouns: Summary
6. How to read years in dates

1. The relative pronoun الَّذِي without antecedent

The relative pronoun الَّذِي in its various forms may be used without an antecedent, in which case it may be translated 'he who' ('she who', 'those who', etc.), 'the one who', 'the person who', etc. Illustrations:

الَّذِي قَالَ ذَلِكَ يَوْسُفُ .	'The one who said that was Yusuf.'
كَانَ الَّذِينَ أَشْرَفُوا عَلَى حَفْرِ الْقَنَاةِ مُهَنْدِسِينَ مِصْرِيِّينَ وَفَرَنْسِيِّينَ .	'Those who supervised the digging of the canal were Egyptian and French engineers.'

2. Particle قَدْ

The primary function of the perfect tense is to narrate events. When preceded by قَدْ, however, it often does not have this function, but instead denotes an action as background against which other events may be depicted. The perfect with قَدْ may be translated into English as a simple past tense (e.g., "he studied"), a present perfect ("he has studied"), or a past perfect ("he had studied"), depending on the context. In the following pair of sentences, the sentence without قَدْ tells what took place, without reference to the present, while the sentence with قَدْ refers to the present situation (that is, that the effect of the event is still being felt):

تَأَثَّرَتْ حَيَاةُ مِصْرَ الْأَقْتِصَادِيَّةِ تَأَثَّرًا كَبِيرًا بِقَنَاةِ السُّوَيْسِ .	'The economic life of Egypt <u>was</u> affected greatly by the Suez Canal.'
قَدْ تَأَثَّرَتْ حَيَاةُ مِصْرَ الْأَقْتِصَادِيَّةِ تَأَثَّرًا كَبِيرًا بِقَنَاةِ السُّوَيْسِ .	'The economic life of Egypt <u>has been</u> <u>affected</u> greatly by the Suez Canal.'

Occasionally قَدْ simply reinforces the meaning of the verb and is best left untranslated.

When the perfect tense is preceded by كَانَ قَدْ , the resultant meaning is past perfect, where a sense of "already" may be implied, as in

عِنْدَمَا قَابَلْتُهُ كَانَ قَدْ كَتَبَ الرِّسَالَةَ .	'When I met him, he had written the letter.'
كَانَتِ الْبِنْتُ قَدْ أَخْبَرَتْنِي بِوُصُولِهِمْ .	'The girl had informed me of their arrival.'
عِنْدَمَا وَصَلْتُ كَانَ الزُّوَارُ قَدْ شَرَبُوا الْقَهْوَةَ .	'When I arrived the visitors had drunk their coffee.'

(Future perfect results from the combination سَيَكُونُ قَدْ and perfect tense, e.g. سَتَكُونُ قَدْ وَصَلَتْ 'she will have arrived')

In this construction both كَانَ and the following verb agree with the subject according to the usual rules; the subject, if expressed, goes between كَانَ and قَدْ .

In a relative clause a perfect tense verb may have past perfect meaning without قَدْ if the main verb is also perfect:

عَرَفْتُ الرَّجُلَ الَّذِي كَتَبَ الْمَقَالَ .	'I recognized the man who had written the article.'
------------------------------------------------	--------------------------------------------------------

For the meaning of قَدْ with the imperfect see Lesson 37. C. 2.

3. Form IX verbs

Form IX verbs are the least common of the ten Forms, and no examples have occurred so far. For the sake of completeness, however, a brief comment is presented here.

Form IX verbs are characterized by having stems with the last radical doubled, for example

<u>Perfect</u>	<u>Imperfect</u>	
أَحْمَرَّ	يَحْمَرُّ	'to turn red; to blush'

The initial hamza of the perfect tense is elidable.

Most Form IX verbs are based on adjectives which denote colors or physical and mental defects, and have the meaning "to become (what the adjective denotes)". Examples:

<u>Adjective</u>		<u>Form IX verb</u>	
أَحْمَرُّ	'red'	أَحْمَرَّ	'to become red; to blush'
أَسْوَدُّ	'black'	أَسْوَدَّ	'to turn black'
أُحُولُ	'crosseyed'	أُحُولَّ	'to become crosseyed'

Form IX verbs have the patterns -FMaLL- (perfect tense) and -FMaLiL- (imperfect tense); the verbal noun has the pattern (?i)FMiLaaL, for example اِحْمِرَارٌ 'turning red; blushing'. The initial hamza is elidable. Further examples and complete conjugations are given in Lesson 35. C.1.

4. Form X verbs and verbal nouns

a. Form

Form X verbs are characterized by having stems beginning with sta- for example

<u>Perfect</u>	<u>Imperfect</u>	
اسْتَقْبَلَ	يَسْتَقْبِلُ	'to meet'

The perfect stem has the pattern (?i)staFMaL-, as in اِسْتَقْبَلَ 'he met', stem (?i)staqbala-. The initial hamza is elidable, and the form is written

with a waṣla when not first in the sentence: وَأَسْتَقْبِلُ 'and he met', pronounced wastaqbalā. Both the stem vowel and the preceding vowel are always a. The imperfect stem has the pattern -staFMiL-, as in يَسْتَقْبِلُ 'he meets', stem -staqbil-. The first vowel is always a, the stem vowel always i.

Following is a chart showing the perfect and the imperfect indicative, subjunctive, and jussive forms of استقبل.

	Perfect	Imperfect		
		Indicative	Subjunctive	Jussive
<u>Singular</u>				
3 M	اِسْتَقْبَلَ	يَسْتَقْبِلُ	يَسْتَقْبِلُ	يَسْتَقْبِلُ
F	اِسْتَقْبَلَتْ	تَسْتَقْبِلُ	تَسْتَقْبِلُ	تَسْتَقْبِلُ
2 M	اِسْتَقْبَلْتُمَا	تَسْتَقْبِلَانِ	تَسْتَقْبِلَا	تَسْتَقْبِلَا
F	اِسْتَقْبَلْتُمَا	تَسْتَقْبِلَانِ	تَسْتَقْبِلَا	تَسْتَقْبِلَا
1	اِسْتَقْبَلْتُ	أَسْتَقْبِلُ	أَسْتَقْبِلُ	أَسْتَقْبِلُ
<u>Dual</u>				
3 M	اِسْتَقْبَلَا	يَسْتَقْبِلَانِ	يَسْتَقْبِلَا	يَسْتَقْبِلَا
F	اِسْتَقْبَلَتَا	تَسْتَقْبِلَانِ	تَسْتَقْبِلَا	تَسْتَقْبِلَا
2	اِسْتَقْبَلْتُمَا	تَسْتَقْبِلَانِ	تَسْتَقْبِلَا	تَسْتَقْبِلَا
<u>Plural</u>				
3 M	اِسْتَقْبَلُوا	يَسْتَقْبِلُونَ	يَسْتَقْبِلُوا	يَسْتَقْبِلُوا
F	اِسْتَقْبَلْنَ	يَسْتَقْبِلْنَ	يَسْتَقْبِلْنَ	يَسْتَقْبِلْنَ
2 M	اِسْتَقْبَلْتُمْ	تَسْتَقْبِلُونَ	تَسْتَقْبِلُوا	تَسْتَقْبِلُوا
F	اِسْتَقْبَلْتُنَّ	تَسْتَقْبِلْنَ	تَسْتَقْبِلْنَ	تَسْتَقْبِلْنَ
1	اِسْتَقْبَلْنَا	نَسْتَقْبِلُ	نَسْتَقْبِلُ	نَسْتَقْبِلُ

The verbal noun of Form X verbs has the pattern (?i)stiFMaaL, for example اِسْتِقْبَالٌ 'meeting, receiving'. Again here the initial hamza is elidable: بَعْدَ اِسْتِقْبَالِ الزُّوَّارِ 'after meeting the visitors'.

Now do Drills 1, 2, and 3 (on tape).

b. Meaning

The characteristic prefix of Form X st- is composed of s and t. The s has causative meaning, and is equivalent to the causative ʔ of Form IV; t is the reflexive affix found in Forms V, VI and VIII. Form X then is, basically, causative-reflexive of I or reflexive of IV. In the following discussion, verbs are given for illustrative purposes only and will not necessarily be used for drill in this book.

(1) Causative-reflexive of Form I.

I	(بَر)	وَطَنَ	'to dwell, reside (in)'
X		اِسْتَوَطَنَ	'to settle down permanently in'

The Form X verb can be analyzed as meaning to "cause oneself to dwell in"; the main difference between this and Form I is an element of volition or deliberate intent. (This feature of volition also characterizes some Form V verbs, e.g. مَشَى 'to walk' and تَمَشَّى 'to go for a walk, stroll'.)

(2) Reflexive of IV

IV		أَعَدَّ	'to prepare' (s.th.)
X		اِسْتَعَدَّ	'to ready' (o.s.), 'get ready'

As in Form VIII, the reflexive t in some X verbs has middle meaning--doing something for one's own benefit. X in this middle meaning may be related to I and/or IV; for example:

I	عَمِلَ	'to do, act, work'	I	عَادَ	'to come, go back'
IV	أَعْمَلَ	'to put to work, operate'	IV	أَعَادَ	'to send back'
X	اِسْتَعْمَلَ	'to put to work for oneself, use'	X	اِسْتَعَادَ	'to cause to come back to oneself = to regain, recapture' (s.th.)

IV	أَفَادَ	'to benefit, be of use to' (s.o.)
X	اِسْتَفَادَ (من)	'to benefit (from), take advantage (of)' (s.th.)

(3) Estimative of I: to consider s.o. or s.th. to be such-and-such.

I	عَرَبَ	'to be strange'
X	اِسْتَعَرَبَ	'to find (s.th.) strange'
I	حَسَنَ	'to be good, nice, proper'
X	اِسْتَحْسَنَ	'to deem (s.th.) nice, approve of, come to like'

(4) Requestative of I or IV

I	نَجَدَ	'to help, assist'
X	اِسْتَنْجَدَ	'to ask for help'
IV	آجَرَ	'to rent out to' (lessor)
X	اِسْتَأْجَرَ	'to hire from' (lessee)
IV	أَعَارَ	'to lend'
X	اِسْتَعَارَ	'to borrow'
I	فَهِمَ	'to understand'
IV	أَفْهِمَ	'to make (s.o.) understand'
X	اِسْتَفْهِمَ (عن)	'to inquire (about)'

(5) Appointive: to appoint someone as (s.th.), based on Form I or nouns, e.g.

I	خَلَفَ	'to be the successor of'
X	اِسْتَخْلَفَ	'to appoint (s.o.) as successor'
Noun	وَزِيرٌ	'(cabinet) minister'
X	اِسْتَوْزَرَ	'to appoint (s.o.) as (cabinet) minister'

(6) Denominative: verbs based directly on nouns, e.g.

Noun	حَجَرٌ 'rock, stone'
X	اسْتَحَجَرَ 'to turn to stone'

Now do Drills 1, 2 and 3.

Drill 1. Written. Recognition.

Give the Form X verb and verbal noun for the following roots and look up the meaning of the verb in the dictionary.

<u>Meaning</u>	<u>Verbal Noun</u>	<u>Verb</u>	<u>Root</u>
			عجب
			عمل
			خرج
			خدم
			فهم
			ضحك
			سلم
			صعب
			شرك
			قبل

Drill 2. (On tape) Conjugation: Form X

Drill 3. (On tape) Substitution: Form X

5. Form I to X verbs: Summary

Presented below is a brief summary of the patterns of verbs of Form I to Form X. These verbs fall into four groups, those of each group having certain features in common.

a. Form I

- (1) Perfect stem vowel: u, a, or i
- (2) Imperfect stem vowel: u, a, or i
- (3) Vowel of imperfect subject marker: a
- (4) Verbal noun: various patterns

The main perfect-imperfect stem vowel combinations are:

	<u>Perfect</u>	<u>Imperfect</u>
<u>a</u> - <u>u</u>	<u>FaMaL-</u> كَتَبَ	<u>-FMuL-</u> يَكْتُبُ 'to write'
<u>a</u> - <u>a</u>	زَهَبَ	<u>-FMaL-</u> يَذْهَبُ 'to go'
<u>a</u> - <u>i</u>	عَرَفَ	<u>-FMiL-</u> يَعْرِفُ 'to know'
<u>i</u> - <u>a</u>	<u>FaMiL-</u> شَرِبَ	<u>-FMaL-</u> يَشْرَبُ 'to drink'
<u>u</u> - <u>u</u>	<u>FaMuL-</u> كَبُرَ	<u>-FMuL-</u> يَكْبُرُ 'to grow big'

b. Forms II, III, IV

- (1) Perfect stem vowel: a
- (2) Imperfect stem vowel: i
- (3) Vowel of imperfect subject marker: u
- (4) Verbal noun: See each Form below

Form II: Doubled middle radical

<u>Perfect</u>	<u>Imperfect</u>	<u>Verbal noun</u>
<u>FaMMaL-</u> دَرَسَ	<u>-FaMMiL-</u> يُدَرِّسُ	<u>taFMiiL</u> تَدْرِيسٌ 'to teach'

Form III: Long vowel after first radical

<u>FaaMaL-</u>	<u>-FaaMiL-</u>	<u>muFaaMaLa(t)</u>	
سَاعِدَ	يُسَاعِدُ	مُسَاعَدَةٌ	'to help'

(Verbal noun in some cases may also be FiMaaL, as in دِفَاعٌ 'defense')

Form IV: Prefix ?a- in perfect

<u>?aFMaL-</u>	<u>-FMiL-</u>	<u>?iFMaaL</u>	
أَكْمَلَ	يُكْمِلُ	إِكْمَالٌ	'to complete'

The initial hamzas are not elidable.

c. Forms V and VI

- (1) Perfect stem vowel: a
- (2) Imperfect stem vowel: a
(perfect and imperfect stems are same)
- (3) Vowel of imperfect subject marker: a
- (4) Verbal noun: see each Form below (stem vowel: u)

Form V: Prefix ta- and doubled middle radical

<u>Perfect</u>	<u>Imperfect</u>	<u>Verbal noun</u>	
<u>taFaMMaL-</u>	<u>-taFaMMaL-</u>	<u>taFaMMuL</u>	
تَعَلَّمَ	يَتَعَلَّمُ	تَعَلُّمٌ	'to learn'

Form VI: Prefix ta- and long vowel after first radical

<u>taFaaMaL-</u>	<u>-taFaaMaL-</u>	<u>taFaaMuL</u>	
تَعَاوَنَ	يَتَعَاوَنُ	تَعَاوُنٌ	'to cooperate'

d. Forms VII, VIII, IX, X

- (1) Perfect stem vowel: a
- (2) Perfect forms begin with elidable hamza.
- (3) Imperfect stem vowel: i (for Form IX see 35.C.1)

(4) Vowel of imperfect subject marker: a

(5) Verbal nouns: All begin with elidable hamza; all have i as next to last vowel and aa as last vowel.

Form VII: Prefix -n-

<u>Perfect</u>	<u>Imperfect</u>	<u>Verbal noun</u>
<u>-nFaMaL-</u>	<u>-nFaMiL-</u>	<u>-nFiMaal-</u>
انْصَرَفَ	يَنْصَرِفُ	انْصِرَافٌ 'to go away'

Form VIII: Infix -t- after first radical

<u>-FtaMaL-</u>	<u>-FtaMiL-</u>	<u>-FtiMaal-</u>
اجْتَمَعَ	يَجْتَمِعُ	اجْتِمَاعٌ 'to meet, gather together'

Form IX: Doubled last radical

<u>-FMaLL-</u>	<u>-FMaLiL-</u>	<u>-FMiLaaL-</u>
احْمَرَّ	يَحْمَرُّ	احْمِرَارٌ 'to blush'

Form X: Prefix -st-

<u>-staFMaL-</u>	<u>-staFMiL-</u>	<u>-stiFMaal-</u>
اسْتَقْبَلَ	يَسْتَقْبِلُ	اسْتِقْبَالٌ 'to meet, receive'

Now do Drill 4.

Drill 4. (Also on tape) Transformation: Negation with لَمْ + jussive

Ex. 'The revolutionaries succeeded in realizing their demands.' → نَجَحَ الثَّوْرِيُّونَ فِي تَحْقِيقِ طَلَبَاتِهِمْ.
The revolutionaries did not succeed in realizing their demands.' لَمْ يَنْجَحِ الثَّوْرِيُّونَ فِي تَحْقِيقِ طَلَبَاتِهِمْ.

١ - المهندسون الاجانب اشرفوا على بناء القناة الجديدة .

٢ - تطور اقتصاد ذلك البلد اثناء السنوات الخمس الاخيرة .

- ٣ - تناولنا موضوع النهضة العربية في المجلة التي انشأناها .
- ٤ - استقبلت الاديب المشهور صباح اليوم في بيتي .
- ٥ - تابعا قراءة مذكرات القائد الذي ساعد على تحقيق النهضة القومية .
- ٦ - حدّدت الوزارة مناهج للتقدم الاقتصادي .
- ٧ - الجزبان عقدا مؤتمريهما في هذه المدينة .
- ٨ - استمع الطلاب لمحاضرة الاديب الكبير .

6. How to read years in dates

The year in a date is normally read in one of the following ways:

- (1) Preceded by the phrase ... في سَنَةٍ 'in the year of ...', for example:

١٩٧٥ في سَنَةٍ 'in 1975'

في سَنَةِ أَلْفٍ وَتِسْعِمِئَةٍ وَخَمْسٍ وَسَبْعِينَ

The noun سَنَةٍ in such phrases is the first term of an idāfa; this idāfa has several second terms (connected by وَ). The second terms are: أَلْفٍ , تِسْعٍ , خَمْسٍ , and سَبْعِينَ , and these are consequently all genitive (تِسْعٍ is genitive because it is the second term of an idāfa with سَنَةٍ). Further, خَمْسٍ has its masculine form in reverse agreement with سَنَةٍ , as do all numbers from "three" to "ten" (see 21. C. 6).

- (2) Preceded by the word سَنَةٍ in the accusative case (adverbial of time). All other details are exactly as above:

سَنَةٍ ١٩٧٥ 'in 1975'

سَنَةِ أَلْفٍ وَتِسْعِمِئَةٍ وَخَمْسٍ وَسَبْعِينَ

- (3) Preceded by the phrase ... في عام 'in the year of...' All other

details are as above, except that, since عام is a masculine noun, خَمْسَةٌ now has its feminine form:

in 1975 'في عام ١٩٧٥'
في عام أَلْفٍ وَتِسْعِمِئَةٍ وَخَمْسَةِ وَسَبْعِينَ

(4) Preceded by عام in the accusative case. Other details are as in (3) above.

in 1975 'عام ١٩٧٥'
عام أَلْفٍ وَتِسْعِمِئَةٍ وَخَمْسَةِ وَسَبْعِينَ

Additional examples:

في عام ١٠١٢ = (في عام أَلْفٍ وَاشْنِي عَشَرَ)
سنة ١٨١٥ = (سَنَةُ أَلْفٍ وَثَمَانِي مِئَةٍ وَخَمْسِ عَشْرَةٍ)

Now do Drill 5.

Drill 5. Written: Years

Vowel the following phrases; then write the years in Arabic numerals.

Ex.

في سَنَةِ أَلْفٍ وَثَمَانِي مِئَةٍ وَتِسْعِ وَسِتِّينَ = ١٨٦٩

١ - سنة سبع مئة واحد عشر

٢ - في عام الف وستة وستين

٣ - في سنة ست مئة واثنين وعشرين

٤ - عام الف وسبع مئة وثمانية وتسعين

٥ - سنة الف واثنين .

٦ - في عام الف ومئة وستة وخمسين

D. Comprehension passage

د - نصوص للفهم :

Read the following passage and then do Drill 6.

نابليون ومحمد علي

كان نابليون قائد الحملة الفرنسية التي فتحت مصر. وقد أرسلت Napoleon; campaign

Lord Nelson;
to ex-
pel

بريطانيا الى الاسكندرية حَمَلَةً اُخْرَى قَائِدَهَا اللورد نلسون لِإِخْرَاجِ الفرنسيين

من مصر . لكن نلسون لم ينجح في ذلك .

رحل نابليون عن مصر بعد وقت قصير ، واصبح كليبر قائدا للحملة
الفرنسية .

حكم الفرنسيون مصر ثلاثة اعوام ونصف عام ، ثم رحلوا عنها فحكمها

محمد علي الذي عمل على نشر التعليم بين المصريين ، فارسل عددا من

ordinary
people

أَهْنَاءُ الشَّعْبِ الى اوربا للحصول على شهادات جامعية . رجع هؤلاء الرجال

الى مصر بعد ان أكملوا دراستهم ، وساعدوا على تقدم البلاد . وقد أثرت

civiliza-
tion

الْحَضَارَةُ الاوربية على مصر تأثيرا كبيرا في زمن محمد علي ، ولا يزال

تأثيرها عظيما .

Drill 6. Written.

أَسْئَلَةٌ :

١ - من القائد الفرنسي الذي فتح مصر؟ من أصبح قائدا بعده ؟

٢ - ماذا فعلت بريطانيا بعد ان فتحت فرنسا مصر ؟

٣ - كم عاما حكم الفرنسيون مصر ؟

٤ - من حكم مصر بعد رحيل الفرنسيين ؟

٥ - الى اين ذهب المصريون للدراسة ؟

٦ - هل تأثر العرب بأوربا في زمن محمد علي؟

E. General Drills

ه - تمارين عامة :

Drill 7. Transformation: Noun → pronoun.

Substitute the correct pronoun for the underlined item and make any other necessary changes. Ex.

'He offered him food' →

قدّم له الطعام .

'He offered it to him.'

قدّمه له .

- ١ - يشرف هذا الاديب الكبير على كتابة المقالات .
- ٢ - تمّ حفر القناة في سنة ١٨٦٩ .
- ٣ - تطورت مصر وغير مصر من البلاد العربية تطورا كبيرا .
- ٤ - المستشرقون يحترمون العرب احتراماً عظيماً .
- ٥ - اعجبني جمال بلدك وآثار بلدك .
- ٦ - يعتبر المفكرون القومية نهضة هامة .
- ٧ - شعر نازك الملائكة جميل جداً .
- ٨ - حضر الطلاب وغير الطلاب الى الاجتماع الذي انعقد أمس .
- ٩ - ذهبنا الى السينما بالسيارة لمشاهدة الفلمين الاجنبيين .
- ١٠ - قدّم له القهوة .
- ١١ - كلام الاستاذ في هذا الموضوع هام جداً .

Drill 8. Written. Completion: Positive → elative

Fill in the blanks below, as in the example.

'This student is younger than that one.'

هذا الطالب اصغر من ذلك الطالب .
comp.

'Indeed, he is the youngest student in the class.'

بل هو اصغر طالب في الصف . (صغير)
noun super.

- ١ - نهر النيل — من الامازون . بل هو — في العالم . (طويل)
- ٢ - السد العالي — من سد اسوان . بل هو — على النيل . (كبير)
- ٣ - هذه الابنية — من تلك الابنية . بل هي — في المدينة . (عالية)
- ٤ - اللغة العربية — من اللغة الفرنسية . بل هي — درستها . (صعب)
- ٥ - هذه الجملة — من تلك . بل هي — في الدرس . (قصير)

Drill 9. Embedding: Nominalizers

Combine the two sentences or phrases using the correct nominalizer and making all necessary changes: Ex. إن , أن , or أن

'All rights are provided to the people.' (must) →

تتوفر كل الحقوق للشعب (يجب) ←

'All rights must be provided to the people.'

يجب أن تتوفر كل الحقوق للشعب .

'The Orientalists respect the Arabs.' (We know) →

يحترم المستشرقون العرب (نعرف) ←

'We know that the Orientalists respect the Arabs.'

نعرف أن المستشرقين يحترمون العرب .

- ١ - التعاون بين الغرب والشرق الاوسط أمر هام . (يعتقد المفكرون)
- ٢ - سيشرف المهندس على بناء المدرسة الجديدة . (قال المهندس)
- ٣ - يحدد الحزب منهج تطوره . (يجب)
- ٤ - يتأثر الشعر العربي تأثرا كبيرا بالنهضة القومية . (اعرف)
- ٥ - الحكومة تمنح الشعب حق انتخاب الرئيس . (طالبوا به)
- ٦ - يعتمدون على مساعدة اصدقائهم . (قالوا)
- ٧ - هذه المجلة تنشر مقالات تتناول هذا الموضوع . (اخبرني به)
- ٨ - اعمل على اكمال دراستي الجامعية . (طلب استاذي)
- ٩ - خدم ذلك القائد المشهور بلده وقتا طويلا . (قرأت)

Drill 10. Transformation and translation: عند + verbal noun

Change the construction عند + verbal noun to عندما + verb. Translate the sentences.

'Muhammad Ali governed Egypt when the French left.'

حكم محمد علي مصر عند رحيل الفرنسيين
عنها .
حكم محمد علي مصر عندما رحل
الفرنسيون عنها .

- ١ - أنشأ مجلة أدبية عند حصوله على شهادة الماجستير .
- ٢ - يسرع الهدو الى الترحيب بالزائر عند اقباله عليهم .
- ٣ - قابلتهم عند حضوري الاجتماع في القاهرة .
- ٤ - استقبل الرئيس النساء عند نجاحهن في تحقيق طلباتهن .
- ٥ - كتب لي رسالة عند انتقاله الى مدينة اخرى .

Drill 11. (On tape) Dictation/translation.

Drill 12. Written. Translation.

1. That author (m.) is one of the leaders of the modern literary movement.
2. Do you know the woman who started this women's magazine?
3. Al-Ahram is the newspaper that my friend (m.) works for ("in") sometimes.
4. Upon our arrival we met two orientologists who spoke Arabic.
5. I believe that the right to work is among the most important rights which Arab women are demanding.
6. What is the most important concept that this writer discusses in his book?
7. The company manager met with all the employees whose families were leaving the country.
8. You must respect your parents, Hind. They are ready to help you at any time.
9. The economy of the U.S. has been greatly affected by the development of international commerce.
10. Sixteen students in the class passed the exam and three did not. Those who passed the exam will be able to graduate next month.

حكمة

- ١ - اجعل لكل شيء وقتاً .
- ٢ - قال أفلاطون : اعرف نفسك !
- Plato
- ٣ - احكم على نفسك قبل أن يحكم عليها غيرك .
- look for
- ٤ - فَتَشْ عَنِ الْجَارِ قَبْلَ الدَّارِ .
- ٥ - أكرم والديك .
- ٦ - لا تمنع الخير عن أهله .
- ٧ - لا تؤجل عمل اليوم الى الغد .
- ٨ - لا تقاوموا الشر بالشر بل قاوموه بالخير .
- discipline
- ٩ - ليسمع الابناء تَأْدِيبَ الوالد .
- praise
- ١٠ - قال سُلَيْمَانُ الْحَكِيمُ قديماً : لِيَمْدَحْكَ الْغَرِيبَ لَا فَمَكَ .

A. Basic text

Words of Wisdom

1. Make time for everything.
2. Plato said, "Know thyself."
3. Judge yourself before someone else judges you.
4. Look for the neighbor before (you look for) the house.
5. Honor your parents.
6. Don't forbid good things to those who deserve them.
7. Don't put off today's work until tomorrow.
8. Don't fight evil with evil but rather (fight it) with good.

9. Let the sons heed the chastisement of the father.
10. Solomon the Wise said of old, "Let the stranger praise you, not your own mouth."

B. Vocabulary

ب - المفردات

حِكْمَةٌ - حِكْمٌ	saying, word of wisdom
اجْعَلْ	make! (imperative)
جَعَلَ - ، جَعَلٌ	to make, render, create
اعْرِفْ	know! (imperative)
نَفْسٌ - أَنْفُسٌ	(f.) soul; self
أَحْكَمْ عَلَى ..	judge...! (imperative)
حَكَّمَ - ، حُكِّمَ (على)	to judge, pass judgment (on)
جَارٌ - جِيرَانٌ	neighbor
دَارٌ - دُورٌ	(f.) house
أَكْرَمْ	honor! (imperative)
وَالِدَانِ	(d.) parents
وَالِدٌ	father (f. = 'mother')
لَا تَمْنَعْ .. عَنْ	don't deny (s.th.) to (s.o.)
مَنْعَ - ، مَنَعَ (عن ، من)	to deny, prevent, forbid (s.th.) (to s.o.)
خَيْرٌ - خَيْرٌ	good thing; property; welfare
أَهْلٌ - وَنٌ ، أَهَالٌ	people, family; owners; deserving
لَا تُؤَجِّلْ	don't postpone
أَجَلٌ ، تَأْجِيلٌ	II to postpone, delay,
لَا تَقَاوِمُوا	don't fight, oppose!
قَاوَمَ ، مُقَاوَمَةٌ (-)	III to resist, oppose; to fight (with)
شَرٌّ - شُرُورٌ	evil, wickedness
لِ	(imperative particle; see C.3 below)

سَلِيمَانُ الْحَكِيمِ	Solomon the Wise
غَرِيبٌ - غَرِيبَةٌ	stranger (n.); strange (adj.)
فَمٌّ - أَفْوَاهٌ	mouth

Additional Vocabulary

أَخَذَ - أَخْذٌ	to take
رَأْسٌ - رُؤُوسٌ	(m. or f.) head
قَلْبٌ - قُلُوبٌ	heart
أُذُنٌ - آذَانٌ	(f.) ear
عَيْنٌ - عَيْنٌ	(f.) eye
يَدٌ - أَيَادٍ	(f.) hand (nisba: يَدَوِيّ 'manual')
رَجُلٌ - أَرْجُلٌ	(f.) leg, foot

Note: Parts of the body that occur in pairs are feminine, such as عَيْنٌ 'eye', أُذُنٌ 'ear', يَدٌ 'hand' and رَجُلٌ 'foot' above.

C. Grammar and drills

ج - القواعد والتمارين

1. The imperative mood: Positive commands
2. The jussive mood: Negative commands
3. The jussive mood: Indirect commands

1. The imperative mood: Positive commands

The imperative mood of the verb is used in giving someone a positive command or request, for example أَكْتُبْ هَذِهِ الْجُمْلَةَ! 'Write this sentence!' (For negative commands, see the following note.) The imperative is formed from the second person jussive forms by the following steps:

(1) Remove the subject marker prefix.

(2) If the resultant form begins with a single consonant, then that form is the imperative with no further modification. For example, the second

person masculine singular jussive of دَرَسَ 'to teach' is تُدْرَسْ. Remove the subject-marker tu-, and you have دَرَسْ. This begins with one consonant; thus it is the (2 m.s.) imperative form "teach!" The chart below shows the five second-person jussive and imperative forms of this verb:

	<u>Jussive</u>	<u>Imperative</u>	
2 MS	تُدْرَسْ	دَرَسْ	
2 FS	تُدْرَسِي	دَرَسِي	
2 D	تُدْرَسَا	دَرَسَا	'teach!'
2 MP	تُدْرَسُوا	دَرَسُوا	
2 FP	تُدْرَسْنَ	دَرَسْنَ	

Other examples of imperatives similarly formed from the second person jussive are as follows (all m.s. forms)

<u>Jussive</u>	<u>Imperative</u>	
تَقْرُرْ	قَرُرْ	'decide!'
تُسَاعِدْ	سَاعِدْ	'help!'
تَتَكَلَّمْ	تَكَلَّمْ	'speak!'
تَتَعَاوَنْ	تَعَاوَنْ	'cooperate!'

(3) In many verbs, however, the removal of the subject-marker prefix leaves a form beginning with two consonants. (For example: the 2 m.s. jussive of كَتَبَ 'to write' is تَكْتُبْ. Remove the subject-marker ta-, and you have كْتُبْ -ktub.) In such cases, hamza with a vowel must be prefixed (Arabic does not permit initial CC sequences), as follows:

(a) In the case of Form IV verbs only, prefix أَ ʔa-. This hamza is never elided (i.e. dropped). Examples:

<u>Jussive</u>	<u>Imperative</u>	
تُكْمِلْ	أَكْمِلْ	'complete!'
تَكْرِمْ	أَكْرِمْ	'honor!'

(b) In the case of other stems beginning with two consonants, prefix ²أ u- if the following stem vowel is u (this occurs only in some Form I verbs) and ²إ i- in all other cases. These hamzas are elidable. Examples:

<u>Jussive</u>	<u>Imperative</u>	
تَكْتُبْ	اُكْتُبْ	'write!'
تَدْرُسْ	اُدْرُسْ	'study!'
تَرْجِعْ	ارْجِعْ	'return!'
تَذْهَبْ	اِذْهَبْ	'go!'
تَنْصَرِفْ	انْصَرِفْ	'go away!'
تَسْمِعْ	اسْمِعْ	'listen!'
تَسْتَعْمِلْ	اسْتَعْمِلْ	'use!'

The verbs أَكَلَ 'to eat' and أَخَذَ 'to take' have irregular imperatives, as follows:

2 MS	خُذْ	} 'take!'	كُلْ	} 'eat!'
2 FS	خُذِي		كُلِي	
2 D	خُذْ اِ		كُلَا	
2 MP	خُذُوا		كُلُوا	
2 FP	خُذْنَ		كُلْنَ	

Shown below are examples of imperative forms in sentences:

• اِذْهَبْ إِلَى الْمَلَوِّحِ وَأَكْتُبْ هَذِهِ الْكَلِمَاتِ .	'Go to the board and write these words.'
• اُدْرُسِ الدَّرُوسَ كُلَّهَا يَا سَامِي .	'Study all the lessons, Sami.'
• كُلِي الْكُبَّةَ وَأَشْرَبِي الْقَهْوَةَ يَا كَرِيمَةَ .	'Eat the kubba and drink the coffee, Karima.'
• اَكْمِلَا عَمَلَكُمَا !	'Finish your work!'
• خُذُوا فَرِيدَةَ مَعَكُمْ .	'Take Farida with you!'
• اِبْحَثُوا عَنِ الْكُتُبِ .	'Look for the books!'
• اِسْتَمِعْ إِلَى الْمُحَاضَرَةِ وَارْتَبِئْ مَقَالَةً عَنْهَا .	'Listen to the lecture and write an article about it.'

Imperatives, like any verb form, may have pronoun suffixes as objects:

2 MS	سَاعِدْنِي	'Help me.'
2 FS	أَكْرِمْهُمْ	'Honor them.'
2 D	دَرِّسَاهُ	'Teach him.'
2 MP	خُذُونَا	'Take us.'
2 FP	اسْتَقْبِلْنَاهَا	'Meet her.'

Now do drills 1, 2, and 3.

Drill 1. Recognition: Commands.

The teacher addresses the following commands to one or more members of the class, who carry them out. Note that alternate imperatives are given where appropriate.

- ١ - اذهب الى اللوح . (اذهبي ، اذهبا ، اذهبوا ، اذهبن)
- ٢ - اكتب اسمك على اللوح . (اكتبني ، اكتبها ، اكتبوا ، اكتبن)
- ٣ - خذ هذا القلم . (خذي)
- ٤ - اسأل جارك عن عائلته . (اسألي)
- ٥ - اقرأ الجملة الاولى من النص الاساسي . (اقرئي)

٦ - انصرف من الصف • (انصرفي ، انصرفا ، انصرفوا ، انصرفن ،
(ثمّ ارجع) •

٧ - انظر من الشباك • (انظري ، انظرا ، انظروا ، انظرن)

٨ - خذ ورقة واكتب كلمة عربية عليها • (خذي أكتبي)

Drill 2. Written. Transformation: Jussive → imperative.

Provide the appropriate imperative form for each of the jussives given below, and then use each in a short command. Ex:

'You (m.p.) study' (jussive) → تدرسوا :

'Study your lessons!' ادرسوا دروسكم !

تستمعوا تبحث تقدّمي

تشرب تمنحوا تتعاونوا

تحترم تعلمي على تتناولي

تنتظري تستمع ترحبا -

تستقبل تسألن تساعدن

تكرم تسرعني الى تشرفوا على

تخبري - تنشئوا

Drill 3. (Also on tape) Transformation: Perfect → imperative

'You considered this application.' → نظرت في هذا الطلب

'Consider this application.' أنظر في هذا الطلب •

١ - بحثت عن عمل جديد • ٢ - قرأت هذه الجملة •

٣ - أظهرتم له الترحيب • ٤ - استمعت الى المحاضرة •

- ٥ - درست درسك قبل وصوله .
- ٦ - حضرت الاجتماع .
- ٧ - ذهبتم الى المسرح .
- ٨ - أكرمت الزائر .
- ٩ - حكمت على نفسك .
- ١٠ - طالبتم بهذه الحقوق .

2. The jussive mood: Negative commands

The jussive mood of the verb, preceded by لا 'not' is used in giving a negative command or request (telling someone not to do something). The examples below show the contrast between positive commands (for which imperative forms are used) and negative commands (لا plus jussive forms):

	<u>Positive</u>		<u>Negative</u>	
2 MS	دَرِّسْ	'teach!'	لا تُدَرِّسْ	'don't teach!'
2 FS	تَكَلِّمِي	'speak!'	لا تَتَكَلَّمِي	'don't speak!'
2 D	اُكْتُبْهَا	'write!'	لا تَكْتُبْهَا	'don't write!'
2 MP	اِذْهَبُوا	'go!'	لا تَذْهَبُوا	'don't go!'
2 FP	خُذْنَ	'take!'	لا تَأْخُذْنَ	'don't take!'

Some illustrative sentences containing negative imperatives are shown below:

• لا تَتَكَلَّمُوا أَلْإِنْكِلِيزِيَّةَ هُنَا .	'Don't speak English here.'
• لا تَشْرَبِ الْقَهْوَةَ بَعْدَ السَّاعَةِ الْعَاشِرَةِ مَسَاءً .	'Don't drink coffee after ten o'clock in the evening.'
• لا تَتْرَكِينَا يَا سَمِيرَةُ .	'Don't leave us, Samira!'
• لا تَعَيِّنْهُمْ مُدَرِّسِينَ .	'Don't appoint them (as) teachers.'

Drill 4. (Also on tape) Transformation: Positive → negative imperative.

'Go with him!' → اذهب معه! ←

'Don't go with him!' لا تذهب معه!

١ - اشرب الماء! ٥ - اسألها عن دراستها!

٢ - احكم على نفسك! ٦ - اعملوا على تقديم الوضع

٣ - سافروا بالوتوبيس! الاقتصادي فقط •

٤ - ابحث الوضع السياسي! ٧ - اعدوا الاجتماع هنا مساء غد!

Drill 5. Transformation: Statement → imperative → negative imperative.

'You (m.s.) returned to your country.' → رجعت الى بلدك. ←

'Return to your country.' → ارجع الى بلدك. ←

'Don't return to your country.' لا ترجع الى بلدك. •

١ - جعلتم وقتا لذلك، تركت عملك • ٦

٢ - سافرت بالطائرة، رحبت به • ٧

٣ - اعتمدت عليه • ٨ - نظرت في هذا الامر.

٤ - ذكرت ذلك الامر • ٩ - اخذتها •

٥ - انصرفتم من البيت • ١٠ - ربطتموهم •

3. The jussive mood: Indirect commands

As the preceding note showed, the jussive mood is used in giving direct negative commands. The jussive, usually preceded by the particle لِ is also used in giving indirect commands or suggestions. With a first person plural form, this corresponds to an English "let's" construction:

لِنَذْهَبْ 'Let's go.'

لِنَأْكُلْ هُنَا 'Let's eat here.'

It is rarely used with the second person, in which case it becomes a polite command. With a third person form, it corresponds to English "have, let, make (s.o. do s.th.)":

لِيَنْصَرِفَ.	'Have him go away.'
لِيَسْتَمِعَا لِلْمُحَاضَرَاتِ.	'Let them (d.) listen to the lectures.'
لِيَدْرُسُوا أَكْثَرَ.	'Make them (m.p.) study more.'

All these constructions are very commonly preceded by فَ 'and, so'; the vowel of لِ is then dropped. This فَ is often better left untranslated.

فَلْنَذْهَبْ.	'Let's go.'
فَلْيَكْتُبِ الْجُمْلَةَ بِالْعَرَبِيَّةِ.	'Have him write the sentence in Arabic.'

Drill 6. (Also on tape) Transformation: سَ + imperfect → لِ + jussive

a. 'We're going to go to the movies.' → سَنَذْهَبُ إِلَى السِّينِمَا. ←
'Let's go to the movies.' فَلْنَذْهَبْ إِلَى السِّينِمَا.

- | | |
|--------------------------------------------|------------------------------|
| ١ - سنشرب قهوة عربية هناك. | ٤ - سننتخب رئيس المؤتمر. |
| ٢ - سنستقبل الرئيس في المطار. | ٥ - سنكتب رسالة الى والدينا. |
| ٣ - سنجتمع مع السياسيين اثناء اقامتهم هنا. | ٦ - سنحدد مواعيد الامتحان. |

b. 'He will attend the meeting.' → سَيَحْضُرُ الْاجْتِمَاعَ. ←
'Let him attend the meeting.' فَلْيَحْضُرِ الْاجْتِمَاعَ.

- | | |
|-----------------------------------|--------------------------------------|
| ١ - سيشارك في حفر القناة. | ٤ - سيقاوم الشر بالخير. |
| ٢ - سيشرفون على العمل. | ٥ - سيتكلم مع المهندس بعد عشر دقائق. |
| ٣ - سينصرفون قبل بدايـة المحاضرة. | ٦ - سيؤجل ذلك الى الغد. |

d. Comprehension passage : نصوص للفهم :

Read the following passage then do Drill 7, which is based on it.

speech; dean

خُطَابُ الْعَمِيدِ

أيها السيدات والسادة :

حضرت من بلاد كثيرة لتدرسوا وتحصلوا على شهادات جامعية .
والطلاب الاجانب يحضرون الى هذه الجامعة عاما بعد عام وكلّهم يسألون :
كيف ننجح في دراستنا وفي حياتنا هنا ؟

سيداتي وسادتي :

your
thinking

احكموا افواهكم وليكن تَفَكُّيرُكُمْ اكثر من كلامكم . فالمفكر ينجح

people

ويحترم النَّاسُ آراءه .

اجعلوا لكل أمر وقتا : للدرس وقتا وللاصداقكم وقتا ، ولانفسكم

وقتا . لا تؤجلوا الدراسة ولا تسمحوا للاصدقاء بأن يأخذوا من وقتها .

أيها السيدات والسادة : لكم حقوق وعليكم واجبات ، وليس

carry out;
perform

حقوقكم أكثر من واجباتكم . لاتطالبوا بحقوقكم حتى تُؤَدَّوا واجباتكم .

أكرموا جيرانكم وأصدقائكم ، فالجيران والاصدقاء أهل للغريب

the wise person

والْحَكِيمُ يحترم أهله ويكرمهم .

لا تَمْدَحُوا أنفسكم امام غيركم . فالغريب يرحب بالاحترام بل يطلبه

oblige, force

لكن آراءكم في انفسكم لا تَفْرِضُ على غيركم ان يحترمواكم .

my children

أَرْجُو لكم يا أَهْنَائِي كل نجاح .

I wish,
hope

Drill 7. Written. Paraphrasing.

Write briefly in English and then in Arabic what the dean said about:

- (a) thinking vs. speaking
- (b) rights vs. privileges
- (c) neighbors

E. General Drills

هـ - التمارين العامة

Drill 8. (Also on tape) Transformation: Singular → plural

In each of the sentences below, replace the underlined word(s) or phrase(s) with the plural, making any necessary changes.

- ١ - هذا المهندس سيشارك في بناء السد .
- ٢ - سأشاهد فيلما جميلا في الصيف القادم .
- ٣ - الهدوي اكرم الزائر .
- ٤ - البنت عملت في ذلك المصنع .
- ٥ - ساعد هذا النهر على تقدّم اقتصاد البلد .
- ٦ - قرّر منهج التعليم في المدرسة القومية .
- ٧ - الطالب مستعد للامتحان .
- ٨ - تعلّم الاديب لغة اجنبية .
- ٩ - في مقالتك فكرة هامّة .
- ١٠ - النص يشمل جملة صعبة .

Drill 9. Written. Transformation: Singular → dual → plural

Replace the underlined word with the dual, then the plural, making any necessary changes.

- ١ - هذا هو قائد النهضة الادبية الذي قرأت مقالاته في الجريدة اليومية .
- ٢ - الدولة ستساعد الشركة على بناء مصنع حديث .
- ٣ - الحزب الرئيسي انتخب مرشحا اثناء مؤتمره الصيفي .
- ٤ - هذه هي الرسالة التي كتبها الطالب .
- ٥ - الطالب الامريكي زاهب لزيارة ذلك البلد العربي .

Drill 10. (Also on tape) Transformation: Perfect → subjunctive with يجب أن

- ١ - تكلمتُ العربية كل يوم .
- ٢ - شاركتموه في عمله .
- ٣ - أصدر كتابا كل سنتين .
- ٤ - استقبلنا رئيس الجمهورية عند وصوله .
- ٥ - انتظرت اختها بعد الانصراف من الصف .

- ٦ - تناول هذا الموضوع في مقالته .
- ٧ - حدّدوا مواعيد الامتحانات هذا الصباح .
- ٨ - عقدنا اجتماعنا في مدينة قريبة من هنا .
- ٩ - انصرفتن في الساعة التاسعة والربع .
- ١٠ - منعتهن من حضور الاجتماع .

Drill 11. (Oral) Translation

1. Go (m.s.) with them to their house!
2. Help (m.s.) your father in his work!
3. Let's co-operate with our neighbors!
4. Finish (f.s.) your letter after the lecture!
5. Don't eat in that restaurant!
6. Don't read this sentence!

Drill 12. Written. Dictionary drill.

Look up each of the following verbal nouns in the dictionary. Give: 1) the verb it is derived from, 2) the meaning of the verb and 3) the imperative (2 m.s.) of the verb. Ex.

ذهاب؛ ذهبَ / 'to go' / اِذْهَبْ !

تزوج

مصادقة

تراسل

تفكير

اتباع

رسم

Drill 13. Completion. Vocabulary.

Make any necessary changes.

صحراء ، ترحيب ، حدّ ، مناهج ، السيطرة على ، انتخاب ، مذكرات ، الاعتماد
على ، مكانة ، مفكّر ، جمهورية ، إنّ ، اشرف ، منح ، رحل ، شعر ، أنّ ،
نهضة ، مجلة ، واجب ، حرّية .

- ١ - نجحت فرنسا وبريطانيا في ——— شركة قناة السويس .
- ٢ - يعتبرون هذا الرجل من أعظم ——— في العالم .
- ٣ - كان جمال عبد الناصر رئيس ——— مصر .
- ٤ - استمعت لمحاضرة الاستاذ وكتبت ——— كثيرة .
- ٥ - ——— المهندس على بناء السد الجديد على الامازون .
- ٦ - تقرر الوزارة ——— التعليم كل سنة .
- ٧ - ——— الحكومة الطلاب مساعدات كثيرة .
- ٨ - ستتمكن من ——— اصدقائك المخلصين .
- ٩ - يعجبني كثيرا ——— نازك الملائكة .
- ١٠ - تعتقد نوال السعداوي انه من — ان تتوفر للنساء الحقوق المساوية
لحقوق الرجال .
- ١١ - حقّق المفكرون العرب ——— اديبة قومية في العالم العربي .
- ١٢ - شعب مصر يعتمد على مياه النيل الى ابعد ——— .
- ١٣ - ——— الشعب مرشح هذا الحزب رئيسا للجمهورية .
- ١٤ - يعتقدون ——— للثورة المصرية اهمية كبيرة جدّا في التاريخ
الحديث للشرق الاوسط .
- ١٥ - يسرع الهدوء الى ——— بالزائر وتقديم القهوة له .

أ - النص الأساسي

سوزان وعلي

كان اسمه علي . واسمها هي سوزان . الخرطوم . لندن . درست الفن
في معهد سليلد . درس العلوم السياسية في معهد الاقتصاد بجامعة لندن . institute
قالت : " تزوجني "
قال : " لا . صعب "
قالت : " لكنني أحبك "
قال : " وأنا أيضا أحبك . لكن ...
ومن ثم عاد إلى بلده . وأخذنا بتراسلان .
" لكنني أحبك يا علي "
" وأنا أحبك يا سوزان . لكن ...
سنة اشهر .
كتبت تقول : " قابلت رجلا . سأتزوجه . "
كتب يقول : " لكنني أحبك يا سوزان . "
انقطعت الرسائل .
يفكر بها في غالب الاحيان .
وتفكر به من حين لآخر .
لكن ...

ل : الطيب صالح
من: مُقدمات مجلة حوار
السنة الرابعة ، العدد الثالث
آذار - نيسان ١٩٦٦ ، صفحة ٤٠

A. Basic text

Suzanne and Ali

His name was Ali. And her name was Suzanne. Khartoum. London.
She studied art at Slade Institute. He studied political science at the
Institute of Economics at the University of London.
She said, "Marry me."
He said, "No. It's difficult."
She said, "But I love you."
He said, "And I love you, too. But..."
Then he returned to his country.
And they began to correspond.
"But I love you, Ali."
"And I love you, Suzanne. But..."
Six months.
She wrote saying, "I have met a man. I am going to marry him."
He wrote saying, "But I love you, Suzanne."
The letters stopped.
He thinks about her most of the time.
And she thinks about him from time to time.
But...

By: Al-Tayyib Ṣāliḥ

From: "Muqaddimāt"

Hiwār magazine, Vol. IV, No. 3 (March-April, 1966), p. 40.

B. Vocabulary

ب - المفردات :

سوزان Suzanne

علي Ali

فَنٌّ - فُنُونٌ	art (nisba: فَنِّيّ 'artistic; technical; professional')
عِلْمٌ (بِ) - عُلُومٌ	knowledge (of); science (nisba: عِلْمِيّ 'scientific, learned')
عَلِمَ - ، عَلِمَ	to know, have knowledge of
بِ	in
قَالَتْ	she said
تَزَوَّجَ ، تَزَوَّجَ / زَوَّجَ	V to marry
أُحِبُّ	I love; I like
حُبٌّ	love
أَيْضًا	also
مِنْ ثَمَّ	hence; then
أَخَذَ - ، أَخَذَ	to take; (with foll. indicative) to begin to (do s. th.) (imperative: خُذْ ، خُذِي ، خُذُوا)
تَرَاوَعَا ، تَرَاوَعَا	VI to correspond (with each other)
شَهْرٌ - أَشْهُرٌ	month
تَقُولُ	she says
يَقُولُ	he says
إِنْقَطَعَ ، إِنْقَطَعَ	VII to be cut off; to stop, come to an end
فَكَّرَ ، تَفَكَّرَ (بِ)	II to think (of, about)
غَالِبٌ	(with foll. gen.) most, majority of
حِينَ - أَحْيَانٌ	time; occasion

Additional Vocabulary

حَبِيبٌ - أَحِبَّاءُ	beloved, sweetheart; dear
نَاسٌ ، أَنْاسٌ	(p.) people
رَغِبَ - ، رَغِبَ فِي	to desire, wish for
أَحَبَّ	IV he fell in love with, he loved; he took a liking to, he liked (f.s. = أَحَبَّتْ)

1. Independent pronouns used for contrast and emphasis
2. Verbs of beginning
3. The tenses: Past imperfect

1. Independent pronouns used for contrast and emphasis

Compare these two sentences:

كَانَ اسْمُهُ عَلِيَّ .	'His name was Ali.'
كَانَ اسْمُهَا هِيَ سوزان .	' <u>Her</u> name was Suzanne.'

There is an opposition here between two pronouns:

اسْمُهُ	'his name'
اسْمُهَا	'her name'

English can emphasize this contrast by pronouncing the words in question louder--"his name and her name". (This is achieved in writing by underlining or italicizing.) In Arabic this emphasis is expressed by repeating the independent form of the pronoun after the pronoun suffix:

عَتَوَانُكَ أَنْتَ	'your address'	اسْمُهُ هُوَ	'his name'
بَيْتُنَا نَحْنُ	'our house'	اسْمُهَا هِيَ	'her name'
'He left and she came back.'		سَافَرَ هُوَ وَرَجَعَتْ هِيَ .	

Now do Drill 1.

Drill 1. (Also on tape) Transformation: Pronouns for contrast and emphasis

Ex. 'His name is Ahmad and her name is Su'ad.' → اسْمُهُ أَحْمَدُ وَاسْمُهَا سَعَادُ . ←

'His name is Ahmad and her name is Su'ad.' اسْمُهُ أَحْمَدُ وَاسْمُهَا هِيَ سَعَادُ .

١ - اَعْرِفْكُمْ وَلَكِنْ لَا اَعْرِفُهُمْ .

٢ - سَافَرَ عِنْدَمَا رَجَعَتْ .

- ٣ - هذا القلم لي وليس لك .
- ٤ - سيارتي امام المتحف وسيارتكم امام بيتكم .
- ٥ - هذا رأينا .
- ٦ - نعتبره اعظم اديب في العالم .
- ٧ - لا تذهبن معها بل اذهبن معه .
- ٨ - تعجبنا المجلة ولكنها لا تعجبكم .
- ٩ - يعتقدون انها المرأة التي تحدث الى المدير .

2. Verbs of beginning

The verb أَخَذَ means 'to take', as in 'هل أَخَذَتِ الْقَلَمَ مَعَهَا ؟' 'Did she take the pencil with her?' The perfect tense of this verb, however, may be used with a following verb in the imperfect indicative, in which case it means "to begin..."; the second verb may be translated as an infinitive or as a participle. Both verbs agree with the subject, which is placed between them if expressed:

فَأَخَذَ النَّاسُ يَتَحَدَّثُونَ . 'Then the people began to talk to each other.'

أَخَذَا يَتَرَاوَعَانِ . 'They began to correspond (corresponding) with each other.'

There is a small group of verbs that, like أَخَذَ, take on the meaning of 'to begin' when followed by an imperfect indicative. Another common one is جَعَلَ 'to make', e.g.

جَعَلَ يَرْحَلُ فِي الصَّحَرَاءِ . 'He began to travel about in the desert.'

These verbs of beginning are synonymous with بَدَأَ 'to begin', but differ from it in that بَدَأَ always has the meaning 'to begin' whether in the perfect or imperfect tense; further, بَدَأَ may be followed by a verbal

noun instead of the indicative:

متى سيبدأون يدرسون ؟ متى سيبدأون الدراسة ؟ } 'When are they going to start studying?'

يبدأ means 'to start with', as in

فلنبدأ بالدرس الرابع . 'Let's start with the fourth lesson.'

Now do Drills 2 (on tape), 3, and 4.

Drill 2. (On tape) Conjugation: Verbs of beginning

Drill 3. Written. Transformation: Verbs of beginning

Ex. 'The two friends corresponded.' → ← تراسل الصديقان . (أخذ)
'The two friends began to correspond.' ← أخذ الصديقان يتراسلان .

- ١ - فكر فريد بها . (جعل)
- ٢ - تحدث الناس عن الوضع الاقتصادي وعن السلام . (أخذ)
- ٣ - فعل كريم ذلك كل يوم . (بدأ)
- ٤ - درس الطلاب العربية في جامعة لندن . (أخذ)
- ٥ - بحثت المرأة عن عمل في هذه المدينة . (بدأ)
- ٦ - كتب المراسل مقالات في هذه المجلة . (جعل)
- ٧ - بذل الأطباء جهوداً كبيرة في خدمة المجتمع . (أخذ)
- ٨ - تعاونت الدولتان في هذا الامر الهام . (جعل)
- ٩ - بحثت الشركة عن الماء في الصحراء . (بدأ)

Drill 4. Transformation: Verb → Verbal Noun

Ex. 'When are you going to start studying?' ← متى ستبدأ تدرس ؟
← متى ستبدأ الدراسة ؟

- ١ - بدأ يعمل هذه السنة .
- ٢ - بدأ يدرس الأدب الفرنسي .
- ٣ - هل سيبدأون يحفرون القناة الجديدة قريباً ؟
- ٤ - بدأت ادرس في مدرسة ثانوية سنة ١٩٦٩ .
- ٥ - بدأوا يبحثون الوضع السياسي في ولاية ميشغان .
- ٦ - بدأ أن يجمع الكتب القديمة .

3. The tenses: Past imperfect

We have pointed out that the imperfect tense may denote various kinds of action:

- a. habitual action, e.g.

'He usually studies at home.' يَدْرُسُ فِي بَيْتِهِ عَادَةً .

- b. progressive action, e.g.

'What is he studying now?' مَاذَا يَدْرُسُ الْآنَ ؟

- c. future action, e.g.

'He's going to study tomorrow.' سَيَدْرُسُ غَدًا .

- d. state (no action at all), e.g.

'Does he know that?' هَلْ يَعْرِفُ ذَلِكَ ؟

You must study the context in which the imperfect verb occurs in order to determine which of these translations is most appropriate. In these sentences, the verbs refer to present time--the time of the sentence itself. In order to denote such actions or states in past time, the past tense of كان is used with the imperfect verb:

a. Past habitual:

كَانَ يَدْرُسُ فِي بَيْتِهِ عَادَةً . 'He used to study at home usually'
(or 'He would usually study at home' or 'He usually studied at home.')

b. Past progressive:

مَاذَا كَانَ يَدْرُسُ فِي ذَلِكَ الْحِينِ؟ 'What was he studying at that time?'

c. Past future:

كَانَ سَيَدْرُسُ أَمْسَ . 'He was going to study yesterday.'

d. Past state:

هَلْ كَانَ يَعْرِفُ ذَلِكَ؟ 'Did he know that?'

These constructions are all negated by لا before the imperfect verb:

كَانَ لَا يَدْرُسُ أحيانًا . 'Sometimes he didn't study.'

This construction with its various meanings is referred to as the past imperfect.

A comment about state verbs in particular: these are verbs that denote a condition or quality, but no action or activity, like know, want, love, like, understand, to matter, etc. These verbs as a class do not occur in the progressive form in English. In English, the past tense of state verbs expresses a past state: I know and I knew. In Arabic, however, the perfect tense, which always denotes a completed event, signifies, for a state verb, the entering of that state or condition. For example, يَعْرِفُ means "he knows"; the perfect عَرَفَ means "he entered upon a state of knowing" = "he came to know" = "he learned, found out." ("he knew" is كَانَ يَعْرِفُ). Similarly, all state verbs

in the perfect tense may be translated with the idea of "to come to..., to begin to..." which will often be a totally different expression in English.

Examples:

<u>Imperfect</u>	<u>Perfect</u>
يَعْرِفُ 'he knows'	عَرَفَ 'he found out, learned'
يُحِبُّ 'he loves; he likes'	أَحَبَّ 'he fell in love with; he took a liking to'

It is essential to distinguish between the various possible meanings of the English and Arabic tenses. Past habitual, past progressive, past future and past state cannot be expressed by the Arabic perfect tense; the perfect tense can only denote a completed event, e.g.

دَرَسَ ذَلِكَ أَمْسًا. 'He studied that yesterday.'

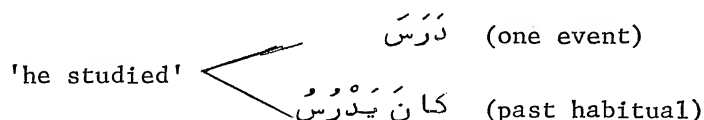
or a series of events, e.g.

دَرَسَ الدَّرْسَ الثَّالِثَ كَثِيرًا. 'He studied Lesson Three many times.'

The following chart contrasts expressions of present and past time in Arabic:

	Present Time	Past Time
a. Habitual action	يَدْرُسُ 'he studies'	كَانَ يَدْرُسُ 'he studied' or 'he used to study'
b. Progressive action	يَدْرُسُ 'he is studying'	كَانَ يَدْرُسُ 'he was studying'
c. Future	سَيَدْرُسُ 'he is going to study'	كَانَ سَيَدْرُسُ 'he was going to study'
d. State	يَعْرِفُ 'he knows'	كَانَ يَعْرِفُ 'he knew'
e. Completed event	دَرَسَ 'he studied; he has studied'	دَرَسَ 'he studied; he had studied'

Notice that the perfect **دَرَسَ** and the past habitual **كَانَ يَدْرُسُ** can both be translated 'he studied'. This means that the English past tense, unlike the Arabic perfect, may mean either a completed event ("he studied it yesterday") or past habitual ("he always studied at home"). It is important to distinguish between these two meanings, since they correspond to two different constructions in Arabic:



A simple test for an English past tense is to substitute for it "used to...", which means past habitual action. If the meaning does not change, then Arabic **كَانَ** plus imperfect is indicated; if, on the other hand, substituting "used to _____" changes the meaning, then it is equivalent to the Arabic perfect. For example, for "I saw him yesterday" it does not make sense to say "I used to see him yesterday"; therefore "I saw" = Arabic perfect **شَاهَدْتُ**. In "I usually saw him in school" it does not change the meaning to say "I used to see him in school"; this is equivalent to the Arabic past imperfect **كُنْتُ أَشَاهِدُ**.

An imperfect indicative verb after past tense **كَانَ** refers to past time. It also refers to past time after any perfect tense verb in the main clause; this imperfect may follow immediately after another verb, e.g.

كَتَبَ يَقُولُ : كَانَتْ تَكْتُبُ إِلَيْهِ كُلَّ يَوْمٍ ، تَتَحَدَّثُ إِلَيْهِ عَنْ حُبِّهَا .	'he wrote and said' = 'he wrote saying' 'She would write him every day and speak (or "speaking") to him of her love.'
-----------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------

It may also be in a subordinate clause, e.g.

عَرَفَتْ أَيْضًا أَنَّهُ يُحِبُّهَا . كُنْتُ أَعْرِفُ أَنَّهُ سَيَتَزَوَّجُ فَرَنْسِيَّةً .	'She also found out that he loved her.' 'I knew that he was going to marry a French woman.'
--------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------

The equational sentence, if it is a subordinate clause, likewise assumes the same time as the main verb; illustrations:

'I knew that he was in the office.' كُنْتُ أَعْرِفُ أَنَّهُ فِي الْمَكْتَبِ .
'I thought they were there.' أَعْتَقَدْتُ أَنَّهُمْ هُنَاكَ .

Now do Drills 5-9.

Drill 5. Question-answer: Meanings of imperfect.

- ١ - هل تدرس عادة في بيتك ام في المكتبة ؟
- ٢ - هل تفكر بصديقك كثيرا ؟
- ٣ - هل تقرأ الجريدة كل يوم ؟
- ٤ - هل تعرف اسم المهندس الذي اشرف على حفر قناة السويس ؟
- ٥ - هل ستذهب مع صديقك غدا لتأكلا في المطعم العربي ؟
- ٦ - هل تتكلم العربية الآن ؟
- ٧ - هل يعقد الحزب الجمهوري الامريكي مؤتمرا كل اربع سنوات ؟
- ٨ - هل ترغب في الذهاب الى السينما غدا مساء ؟
- ٩ - هل ستبذل جهودا كبيرة في دراستك هذه السنة ؟
- ١٠ - هل تعين وزارة التعليم كل الاساتذة الجامعيين في هذا البلد ؟
- ١١ - هل يسمح الوقت بذلك ؟
- ١٢ - هل يشمل الامتحان محاضرة استاذنا الاخير ؟

Drill 6. (On tape) Transformation. Perfect → كان + imperfect

Drill 7. Written. Translation: Tenses.

Translate the following sentences using the best English equivalent.

- ١ - كان علي وسوزان يتراسلان .
- ٢ - فتحنا الشباك ونظرنا منه .
- ٣ - هل تعرف اسم القائد المسلم الذي فتح مصر ؟

- ٤ - ماذا تفعلون في الوقت الحاضر ؟
 ٥ - هل كان يعرف ذلك عندما تحدثت اليه ؟
 ٦ - شاهدت فلما جميلا جدا امس .
 ٧ - ترغب النساء في الحصول على مكانة عالية في المجتمع .
 ٨ - كنت ادرس عندما انصرفت .
 ٩ - كنا نشاهد افلاما كثيرة معا .
 ١٠ - كانوا سيذهبون لزيارة اصدقائهم في البلاد العربية .
 ١١ - يدرس الفن في جامعة لندن .
 ١٢ - كنّا نذهب الى مؤتمر الحزب كل اربع سنوات .

Drill 8. (On tape) Conjugation: كتب يسأل

Drill 9. Written. Sentence formation: Tenses.

Use the following verbs in sentences, and then translate the sentences.

(Hint: use adverbs of time, e.g. احيانا ، عادة ، كل يوم ، الآن etc., when necessary to prevent ambiguity.)

	كان يرغب	سألت	عرفت
(use in progres- sive meaning)	ندرس	تقدّم	فكّر بـ
(use in habitual meaning)	يدرسون	تقرّر	أجلّنا
		كنت سأسافر	بذلوا

D. Comprehension passages

(1) Read the following passage and then do Drill 10.

*

أين الحبيب

كانت طالبة في الجامعة الامريكية في بيروت ، وكان طالها في
 the sam نفس الجامعة . تقابلا . فأحبّها بعد اللقاء الاول ، واخبرها بحبه ، فقالت : meeting

*Adapted from a short story; author and publication date unavailable.

انا ايضا احبّك . تقابلا بعد ذلك كثيرا ، وتحدثا طويلا ، فعرفت عن حياته كل شيء ، وعرفت ايضا انه يرغب في السفر الى فرنسا للحصول على الدكتوراه في العلوم السياسية ، لكن الفقر يمنعه من تحقيق رغبته . poverty
وحصل على الهكاليوريوس قبل ان تحصل عليها ، فقالت له : قرّرت الا اكمل الدراسة الجامعية . سوف اعمل حتى تتمكن من السفر الى اوربا وتحصل على الدكتوراه . لم تعجبه الفكرة ، لكنها قالت سترجع وسنصح بعد ذلك زوجين . الا تساعد الزوجة المخلصة زوجها ؟

ونذهب الى فرنسا ، واخذا يتراسلان . كانت تكتب اليه كل يوم تتحدّث اليه عن حبها وتخبره بانها في انتظاره . وكان لا يكتب احيانا فتقول : ان الدراسة لا تسمح له بأن يكتب .

وبعد عامين انقطعت رسائله . سألتني عنه كثيرا فقد كنت صديقه . وكنت اقول : لست اعرف عن اخباره شيئا ، لكنني كنت اعرف . كنت اعرف انه تزوج فرنسية وانه قرر الا يرجع . وكنت اسأل نفسي : هل تُوَثَّر المسافات في الحب ، وهل تُغَيَّر القلب ؟ .

it changes

(2) Listen to the passage on tape and then do Drill 11, which is based on it.

Drill 10. Written

Paraphrase the reading passage in five or more sentences.

Drill 11. (On tape) Aural comprehension

أسئلة

- ١ - هل كان قيس بدويّا ؟ وليلى ؟
- ٢ - هل احب قيس ليلي ؟ هل احبته ؟
- ٣ - لماذا لم يتزوج قيس ليلي ؟
- ٤ - هل يقرأ العرب الآن عن حبّ قيس ليلي ؟
- ٥ - عمّ تحدّث قيس في شعره ؟

E. General Drills

هـ - التمارين العامة

Drill 12. (Also on tape) Negation

Negate the underlined expressions.

- ١ - فكّروا بهذا الموضوع .
- ٢ - هذه بلاد إسلاميّة .
- ٣ - دراسة العلوم السياسيّة سهلة .
- ٤ - ستمنع الحكومة عقد الاجتماع في هذا المكان .
- ٥ - كان يرغب في انشاء مجلة ادبيّة .
- ٦ - يجب ان ينصرف الطلاب بعد الصف .
- ٧ - انقطعت الرسائل بين الحبيبين .
- ٨ - يعتقد بعض الناس ان وظيفة رئيس الجمهورية لها اهميّة كبيرة .
- ٩ - قال والد احمد : تزوّجها .
- ١٠ - المسافة بين هاتين المدينتين بعيدة .
- ١١ - تشرف الحكومة على الانتخابات .

Drill 13. Substitution/transformation: أن - clause → verbal noun

- 'He collected these old books.' → جمع هذه الكتب القديمة .
- 'He wants to collect these old books.' → يرغب في ان يجمع هذه الكتب القديمة .
- 'He wants to collect these old books.' → يرغب في جمع هذه الكتب القديمة .

- ١ - تراسل مع صديق اجنبي .
- ٢ - أجّل دراسة الموضوع الى وقت آخر .
- ٣ - يذهب الى الاسكندريّة في الصيف .
- ٤ - اشرف على حفر القناة الجديدة .
- ٥ - توفّرت حرّيّة الرأي للشعب الى ابعد حدّ .
- ٦ - حصل على الدكتوراه في الاقتصاد السياسي .

٧ - رجل من مكان الى آخر .

Drill 14. Embedding: Relative clauses

Incorporate the second sentence into the first by making it a relative clause. Ex.

'The letters between the lovers stopped.'

'The lovers were going to marry.'

'The letters of the lovers who were going to marry stopped.'

انقطعت الرسائل بين الحبيبين .
كان الحبيبان سيتزوجان .
انقطعت الرسائل بين الحبيبين
الذين كانا سيتزوجان .

١ - المفكرون يساعدون على تقدم المجتمع .
المفكرون يدرسون الاوضاع الاجتماعية .

٢ - قرأت كتابها عن القائد .
فتح القائد العراق .

٣ - تأثر الشعر بالنهضة القومية .
حقق المفكرون العرب النهضة القومية .

٤ - تم حفر قناة كبيرة .
ستساعد القناة على تقدم اقتصاد البلد .

٥ - سكنت في مدينة صغيرة .
انعقد مؤتمر هام في المدينة الصغيرة .

٦ - حضرت في القاهرة مؤتمرا هاما .
انعقد المؤتمر لدراسة الوضع الاقتصادي في الشرق الاوسط .

٧ - احترم هذه المرأة .
ساعدت هذه المرأة على تقدم النهضة النسائية .

استقبلتني في المطار احدى الهنات •

- ٨

درست مع الهنات في الجامعة •

Drill 15. Written. Translation

1. Suzanne and Ali began to correspond after (بعد أن) Ali travelled to Europe.
2. Was he drinking coffee when you met him in the restaurant?
3. Don't broadcast ("transmit") this news!
4. That's your opinion, not my opinion.
5. I know that because my friend who studies political science mentioned it to me.

أ - النص الاساسي

رسالة

عزيزي فرانك :

ترغب في أن ترسل عربيًا وتصادقه ، وأنا سعيد بأن أرسلك وأصدقك . اسمي مُحَمَّد بَغْدادي ، وأنا مهندس في أحد المصانع المنتشرة خارج الظُّهران ، (وأخي عامل في نفس المصنع) .

أنا حاصل على البكالوريوس من جامعة القاهرة وقد درست عامًا في لندن . لي عائلة صغيرة تشمل ابنا وابنة . أنا ساكن مع عائلتي في بيت قريب من المصنع . ابني طالب في مدرسة ثانويّة وابنتي صغيرة فهي لا تدرس . زوجتي لبنانيّة انتقلت مع والديها الى الظهران فـفي الخامسة من عمرها ، وكانت عندما قابلتها موظفة في شركة أرامكو . أنا وزوجتي نعرف شيئًا كثيرًا عن سياسة بلادك وعن الوضع الاقتصاديّ فيها ، لاننا نقرأ الصحف الامريكية . لعلّك في رسالتك القادمة تذكر رأيك في ذلك الوضع .

نحن في السعوديّة مقبلون على نهضة صناعيّة عظيمة وحياتنا اليوم مختلفة عن الحياة التي كانت كتب الغرب تتحدّث عنها الى زمن قريب . سوف اكتب اليك عن هذا الامر في رسالتي القادمة .

المخلص

محمد بَغْدادي

A. Basic text

A Letter

Dear Frank,

You wish to correspond with an Arab and be friends with him; I am happy to correspond with you and be your friend. My name is Muhammad Baghdadi and I am an engineer in one of the many factories found outside Dhahran. (My brother is a worker in the same factory.)

I obtained my B.A. from the University of Cairo and studied for one year in London. I have a small family which includes a son and a daughter. I live with my family in a house near the factory. My son is a student in secondary school; my daughter is small, and so she does not go to school. My wife is a Lebanese who moved to Dhahran with her parents at the age of five, and was when I met her an employee at Aramco.

My wife and I know quite a lot about the (foreign) policy of your country and the economic conditions there, because we read American newspapers. Perhaps in your next letter you could mention your opinion about the situation there.

We in Saudi Arabia are embarking upon a great industrial boom, and our life today is different from the life which Western books have talked about up to recent times. I will write to you about this matter in my next letter.

Sincerely,

Muhammad Baghdadi

B. Vocabulary

ب - المفردات

رَاسِلٌ ، مُرَاسِلَةٌ
صَادِقٌ ، مُصَادِقَةٌ
سَعِيدٌ - سَعْدَاءُ (ب)
مُنْتَشِرٌ
خَارِجٌ
الظَّهْرَانُ
أَخٌ (أَخُو) - إِخْوَةٌ
أَخَوِيٌّ
عَامِلٌ - عُمَالٌ
نَفْسٌ - أَنْفُسٌ
حَاصِلٌ - وَنَ عَلَى
ابْنَةٌ - بَنَاتٌ
سَاكِنٌ - وَنَ
عُمُرٌ - أَعْمَارٌ
فِي الْخَمْسِينَ مِنَ الْعُمُرِ
أَرَامِكُو
سِيَاسَةٌ - ات
صَحِيفَةٌ - صُحُفٌ
صُحُفِيٌّ
لَعَلَّ
مُقْبِلٌ - وَنَ عَلَى
صِنَاعَةٌ - ات
مُخْتَلِفٌ - وَنَ (عَنْ ، مِنْ)

III to correspond with (s.o.)
III to be friends with, to befriend (s.o.)
happy (about, at, with)
scattered, spread out, widespread, prevailing
outside (prep.), outside of
Dhahran (town in Saudi Arabia)
brother
(nisba of أَخٌ) brotherly, fraternal
worker, laborer
(f.) soul; self; (as 1st term of idāfa) the same
having obtained
daughter
living (in a place), dwelling, residing
age (of a person), life span, life-time
at the age of fifty
Aramco (=The Arabian-American Oil Company)
policy; politics
newspaper
(nisba of صَحِيفَةٌ) journalistic; journalist
perhaps, maybe
approaching; embarking upon; devoting (o.s.) to
industry
differing, different (from)

Additional Vocabulary

خَرَجَ ، خُرُوجٌ (مِنْ)
الخَارِجُ

to go out, leave, emerge (from)
the outside world, abroad

خَارِجِيّ	external, outer
أَخْرَجَ ، إِخْرَاجٌ	IV to take out, remove; to expel, dismiss
أَبٌ (أَبُو) - آباءٌ	father
أَبَوِيّ	(nisba of أَبٌ) fatherly, paternal

C. Grammar and drills

ج - القواعد والتمارين:

1. Active participles: Form I
2. Sister of لَعَلَّ: إِنَّ 'perhaps'
3. The noun نَفْسٌ 'self; same'
4. Case forms of أَبٌ 'father' and أَخٌ 'brother'

1. Active participles: Form I

A participle in Arabic is an adjective derived in specific ways from a verb, and having a meaning closely associated with that of the verb. (It is sometimes called a "verbal adjective", a term which parallels "verbal noun".)

A participle may be active or passive. Passive participles will be treated later; in this lesson we deal with active participles: general meaning and Form I forms.

The basic meaning of an active participle (AP) is "performing (or having performed) the action indicated by the verb". The English equivalent is commonly an adjective ending in -ing, for example:

هَلْ أَنْتَ ذَاهِبٌ ؟	'Are you <u>going</u> ?'
الْأُسْتَاذُ الزَّائِرُ	'the <u>visiting</u> professor'

Form I APs have the pattern FaaMil, regardless of the stem vowel of the underlying verb. Examples:

<u>Verb</u>		<u>AP</u>	
كَتَبَ	'to write'	كَاتِبٌ	'writing'
ذَهَبَ	'to go'	ذَاهِبٌ	'going'
رَجَعَ	'to return'	رَاجِعٌ	'returning'
عَمِلَ	'to work'	عَامِلٌ	'working'

Since they are adjectives, APs are inflected for case, gender, number, and definiteness, and agree with the noun they modify in the usual ways. They take sound plurals, either masculine or feminine. Examples:

الرَّجُلُ السَّاكِنُ فِي ذَلِكَ الْبَيْتِ	'the man living in that house'
الْمَرْأَةُ السَّاكِنَةُ فِي ذَلِكَ الْبَيْتِ	'the woman living in that house'
الرِّجَالُ السَّاكِنُونَ فِي ذَلِكَ الْبَيْتِ	'the men living in that house'
النِّسَاءُ السَّاكِنَاتُ فِي ذَلِكَ الْبَيْتِ	'the women living in that house'

APs may have several specific meanings, but these differ from verb to verb and must generally be learned in each case. For some verbs, the AP has progressive meaning. These include verbs indicating a change of location such as "going", "coming", "walking", "travelling" and the like; and verbs indicating absence of change, such as "staying", "stopping", "standing" and so on.

أَنَا سَاكِنٌ فِي بَيْتٍ قَرِيبٍ مِنَ الْمَصْنَعِ .	'I am living in a house near the factory.'
هِيَ ذَاهِبَةٌ إِلَى دِمَشْقَ .	'She's going to Damascus.'

The participles may also have future meaning, according to the context:

نَحْنُ مُسَافِرُونَ غَدًا .	'We are leaving (or 'going to leave') tomorrow.'
-----------------------------	--------------------------------------------------

The participles of stative verbs are usually best translated by the English simple present tense, e.g. أَنَا عَارِفٌ 'I know', أَنَا سَامِعٌ 'I hear', etc. or a simple adjective, e.g. حَاضِرٌ 'present; ready'.

For other verbs, the AP may have present perfect meaning:

أَنَا حَاصِلٌ عَلَى الْبكالوريوس .	'I have obtained the bachelor's degree.'
هُنَّ نَاجِحَاتٌ فِي الْأَمْتِحَانِ .	'They (f.) have succeeded in the examination.'

In many cases, a noun modified by an AP is equivalent in meaning to a noun modified by a relative clause containing the corresponding verb, where the subject of the verb is the same as the modified noun:

أَعْرِفُ الرَّجُلَ الَّذِي يَسْكُنُ هُنَاكَ .	'I know the man who lives there.'
أَعْرِفُ الرَّجُلَ السَّاكِنَ هُنَاكَ .	'I know the man living there.'
أَعْرِفُ رَجُلًا يَسْكُنُ هُنَاكَ .	'I know a man who lives there.'
أَعْرِفُ رَجُلًا سَاكِنًا هُنَاكَ .	'I know a man living there.'

Both Arabic constructions may be translated with a relative clause in English, which often makes a smoother translation: 'I know the man who lives there.'

Where the AP has present perfect meaning, it is often equivalent in meaning to a relative clause containing a verb in the perfect:

الطَّالِبُ الَّذِي دَرَسَ دُرُوسَهُ 'the student who studied (or
'has studied') his lessons'

الطَّالِبُ الدَّارِسُ دُرُوسَهُ 'the student who has studied
his lessons'

As the last example shows, an AP may take a direct object in the accusative case, just like its verb.

A great many AP forms have taken on specific concrete meanings and are used as ordinary nouns, often with the meaning "one who performs the activity indicated by the verb". As nouns, the AP forms may have broken plurals. Examples:

كَاتِبٌ - كُتَّابٌ 'writer, author'

عَامِلٌ - عُمَالٌ 'worker'

سَاكِنٌ - سُكَّانٌ 'inhabitant'

طَالِبٌ - طُلَّابٌ 'student' ("seeker")

حَاكِمٌ - حُكَّامٌ 'governor; judge'

عَالِمٌ - عُلَمَاءٌ 'scholar'

بَايِتٌ - بَايِتُونَ 'researcher'

جَامِعٌ - جَوَامِعُ 'mosque'

شَارِعٌ - شَوَارِعُ 'street'

Now do Drills 1 and 2.

Drill 1. Written. Recognition: Active participle.

In each of the sentences below, underline the active participle; then write it down, along with the verb it is derived from. Ex.

'She's living in that house.'
living-to live

هي ساكنة في ذلك البيت .

ساكنة - سَكَنَ

- ١ - المستشرقون ذاهبون الى مصر قريبا .
- ٢ - والدي عامل في مصنع سيارات .
- ٣ - قابلت كاتبة هذا المقال .
- ٤ - راسلت طالبا ساكنا في تونس .
- ٥ - أخي ناجح في الامتحانات كلها .
- ٦ - هما راغبان في العمل هنا .
- ٧ - صديقي حاصل على شهادة الدكتوراه .
- ٨ - من حاكم بلدكم ؟
- ٩ - هل هنّ ناجحات في الامتحان ؟

Drill 2. Written. Use of active participle.

For each of the Form I verbs given below, write a sentence using the appropriate active participle; the English meaning of the participle is given.

Translate your sentences into English.

ترك	'having left'	حضر	'present, ready'	سمع	'hear'
درس	'having studied'	رحل	'traveling'	عرف	'know'

2. Sister of لَعَلَّ : إِنَّ 'perhaps'

لَعَلَّ 'perhaps, maybe', is a particle that introduces clauses; it often has the implication of hopeful expectation. As with أَنَّ it may introduce an equational sentence, with the subject in the accusative and the predicate (if inflected) in the nominative;

لَعَلَّ جَمِيعَ الْوُزَرَاءِ يَحْضُرُونَ الْاجْتِمَاعَ.	'Perhaps all the ministers will attend the conference.'
لَعَلَّ فِي الْبَيْتِ أَصْدِقَاءٌ.	'Perhaps there are friends in the house.'

The subject of لَعَلَّ may also be a pronoun, as in لَعَلَّهُ طَالِبٌ 'Perhaps he is a student.'

If لَعَلَّ introduces a verbal sentence, it cannot be followed immediately by a verb; it must therefore receive a pronoun suffix agreeing with a verb that would otherwise come immediately after it:

لَعَلَّهُ لَا يَعْرِفُ ذَلِكَ. 'Maybe he does not know that.'

لَعَلِّي أَنْجَحَ. 'Maybe (I hope) I will succeed.'

Now do Drill 3.

Drill 3. (Also on tape) Transformation: Statement → statement with لَعَلَّ

'He speaks English.' →

يتكلم الانكليزية.

'Maybe he speaks English.'

لَعَلَّه يتكلم الانكليزية.

- | | |
|--------------------------------|-----------------------------------|
| ١ - يعتبرونه امرا هاما. | ٧ - تمكنوا من الإقامة هنا . |
| ٢ - سيسافر أخي بالطائرة . | ٨ - ينعقد المؤتمر في مدينتنا |
| ٣ - ستنشر المجلة شعري . | هذا الصيف . |
| ٤ - سينجح المرشح في الانتخابات | ٩ - هي استاذة جامعية . |
| هذه السنة . | ١٠ - أنت بخير . |
| ٥ - كانت عائلته معه . | ١١ - انتم مستعدون لامتحان . |
| ٦ - جمل النص الاساسي سهلة . | ١٢ - هم بحاجة الى معلمين واطباء . |

3. The noun نَفْسٌ 'self; same'

The word نَفْسٌ (plural أَنْفُسٌ) is a feminine noun meaning "soul".

In certain constructions it may also correspond to English "same" or "self", as follows:

- a) Followed by a definite noun in an idāfa: "the same":

'in the same factory' في نفس المصنع
'These are the same writers.' هؤلاء نفس الكتاب.

b) Following a noun (and agreeing with it in case and number), and with an attached pronoun suffix referring to that noun: "the same" or "himself, herself, " etc.:

'in the same factory' في المصنع نفسه .
'The president himself came.' حضر الرئيس نفسه .
'We spoke with the ministers themselves.' تحدثنا مع الوزراء أنفسهم .

c) With an attached pronoun suffix: "himself, herself," etc. in the reflexive sense:

'Judge yourself before you judge someone else.' احكمم على نفسك قبل أن تحكم على غيرك .
'He appointed himself minister.' عين نفسه وزيراً .

Now do Drills 4 and 5.

Drill 4. Written. Recognition: Uses of نفس .

Translate the underlined words in each of the sentences below, showing the different uses of نفس .

- ١ - يعمل في نفس الشركة التي كنت اعمل فيها .
- ٢ - احبّ هذان الرجلان نفس الهنت .
- ٣ - درست الفن في نفس الجامعة التي درست فيها .
- ٤ - اجتمعنا مع رئيس الجمهورية نفسه .
- ٥ - كانا يفكران بنفس الشيء .
- ٦ - لا اعتمد على احد غير نفسي .

٧ - اسألوا انفسكم هذا السؤال .

٨ - يعتبر نفسه زوجا مخلصا .

٩ - ننقل اليكم هذا الخبر من وزارة التربية نفسها .

Drill 5. Oral translation.

1. We work in the same bank.
2. She considers herself very beautiful.
3. They studied political science in the same university.
4. I spoke to him myself.
5. They (m. dual) will receive their degrees on the same day.

4. Case forms of أَبٌ 'father' and أَخٌ 'brother'

There is a small group of nouns which have special forms (ending in long vowels) when followed by another noun in an idāfa or by a pronoun suffix other than ي 'my'. The two most common of these are أَبٌ 'father' and أَخٌ 'brother'. Examples:

Nom. أَبُ الْوَلَدِ	'the boy's father'
Gen. أَبِي الْوَلَدِ	
Acc. أَبَا الْوَلَدِ	
Nom. أَخُوهَا	'her brother'
Gen. أَخِيهَا	
Acc. أَخَاهَا	

With the pronoun suffix ي 'my', the forms are as follows, with no case distinctions:

Nom./Gen./Acc.	أَبِي	'my father'	أَخِي	'my brother'
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Now do Drill 6.

Drill 6. Production: Cases of أَب and أَخ

a. Fill in the blanks with the correct form of 'my friend's father'.

- ١ - حضر _____ .
- ٢ - قابلت _____ .
- ٣ - ذهبت لزيارة _____ .
- ٤ - عيّن _____ وزيرا .
- ٥ - استقبلن _____ .
- ٦ - تحدّثنا الى _____ .
- ٧ - تقدّم _____ بطلب لعمل جديد .

b. Repeat with 'his brother.'

c. Repeat with 'my brother.'

D. Comprehension passage

د - نصوص للفهم :

Read the following passage and then do Drill 7.

الثورة المصرية

كان جمال عبد الناصر قائدا للثورة التي طالبت المَلِكَ فاروقاً king
بترك مصر. وبعد ان رحل فاروق الى "ناهولي" واصبحت مصر جمهورية ،
انتخب الشعب المصري جمال عبد الناصر رئيسا .

تحدث عبد الناصر في خطاباته ومؤتمراته عن الازواج السياسية speeches
والاقتصادية والاجتماعية في مصر قبل الثورة فقال :

- لم تكن السياسة الخارجية ناجحة ، ولم تكن السياسة الداخلية أَكْثَرُ internal, domestic
نَجَاحًا . more successful

- لم تكن الصحف تتأثر بآراء الشعب ولم يكن لها حرية الرأي .
- لم تكن الصناعة تتقدم ، لم تكن في مصر مصانع كثيرة ولم يكن عدد
العمال كبيرا .

- كان الفقر منتشرًا بين أبناء الشعب . لم يكن الشعب سعيدا ولم
poverty; ordinary people
يكن بين ابنائه شيء من التعاون .

- لم تكن المدارس كثيرة ، ولم يكن التعليم منتشرا بين المصريين .
 كتب عبد الناصر كتابا هو " فَلْسَفَةُ الثورة " ، تحدث فيه عن philosophy
 الثورة فقال ان مصر مقبلة على عَهْدٍ جديد ، وقال ان مصر دولة عربية age , era
وَلِذَلِكَ يجب ان تتعاون مع كل بلد عربي ، وهي دولة اسلامية وَلِذَلِكَ يجب therefore
 ان تتعاون مع كل بلد اسلامي . وهي دولة إفريقية ولذلك يجب ان تتعاون African
 مع كل بلد افريقي .

Drill 7. Question/answer

أسئلة :

- ١ - من كان جمال عبد الناصر ؟
- ٢ - من الرجل الذي حكم مصر قبل الثورة ؟ الى اين رحل بعد الثورة ؟
- ٣ - كيف كانت سياسة مصر الخارجية في زمن فاروق ؟
- ٤ - هل كانت للصحف المصرية حرية في زمن فاروق ؟
- ٥ - لماذا لم يكن عدد العمال في مصر كبيرا قبل الثورة ؟
- ٦ - أكان التعاون منتشرا بين المصريين في زمن الملك فاروق ؟
- ٧ - هل كانت المدارس تخرج عددا كبيرا من المصريين قبل الثورة ؟
 لماذا ؟
- ٨ - هل كل الدول الاسلامية عربية ؟ هل كل الدول الافريقية عربية ؟
 هل كل الدول الافريقية اسلامية ؟

E. General Drills

ج - التمارين العامة :

Drill 8. Written. Idāfas.

Fill in the blanks in the sentences below with the appropriate form of
 the Arabic word. Ex.

شاركوا في حفر _____ القناة _____
 the canal digging

- ١ - _____ مهندس مشهور •
my friend the brother
- ٢ - عرفت من استاذ التاريخ _____ المصرية •
the revolution the importance
- ٣ - أخذ _____ يتحدث الى الناس في المؤتمر السياسي •
the republic the president
- ٤ - بدأ حسين و _____ يتراسلان •
Sami the father
- ٥ - لم يبدأ _____ الاقتصادي حتى الساعة الحادية عشرة •
the situation the discussion
- ٦ - اعتبر _____ اجمل عيني في العالم •
his beloved (girl) the (two) eyes
- ٧ - سأتمكن من الإقامة في القاهرة _____ •
months four
- ٨ - تفكر به في _____ •
the times most
- ٩ - كنا نرغب في _____ الدولي في الصيف •
the conference attending
- ١٠ - لالينة عادة مكانة خاصة في _____ •
her mother the heart

Drill 9. Review: Nominalizers.

Fill in the blanks below with مَا ، أَنْ ، أَنَّ ، إِنَّ as appropriate:

- ١ - قال _____ الوزير سينظر في طلبات الموظفين •
- ٢ - استقبلها أهلها عند _____ رجعت من فرنسا •
- ٣ - قرأت _____ الصناعة تقدّمت تقدّما عظيما في الشرق الاوسط •
- ٤ - يجب _____ تصادقوا الجيران •
- ٥ - منعتني من _____ اخرج من الصف •

- ٦ - اصبح رجلا سعيدا عند ——— تزوج حبيبته •
٧ - سمعنا ——— حفر القناة تمّ في خمسة اعوام •
٨ - هل ستمكّن من ——— تذهب الى المسرح؟

Drill 10. Written. Translation.

1. Leave (go out) and take your brother with you!
2. He wanted to visit the historic ruins scattered outside the city.
3. The director said that his company is embarking upon a new industrial program.
4. He began to publish a small newspaper when he was thirty (=in the thirtieth year from his age).
5. I wrote saying "I have met a man. I am going to marry him."
6. Is there freedom of action for women in the East?

زيارة وزير الخارجية الأمريكي لمصر

كتب مراسل اوروبي مقالة عن الشرق الاوسط متناولا فيها زيارة وزير الخارجية الأمريكي لمصر . قال كاتب المقالة :
وصل وزير الخارجية الى القاهرة ليلة أمس حاملا رسالة هامة الى الرئيس المصري من الرئيس الأمريكي . وفي تلك الرسالة تحدّث الرئيس الأمريكي عن الوضع في الشرق الاوسط ، مظهرا اهتماما خاصا بموضوع السلام في المنطقة .

وجاء في الرسالة التي ارسلها الرئيس الأمريكي : the letter included

" لقد درسنا مشكلة الشرق الاوسط دراسة شاملة ، وطلبنا من وزير خارجيتنا ان ينقل اليكم رأينا فيها ويبحث معكم سياستنا بشأنها . نعلم ان الوصول الى حل لهذه المشكلة ليس سهلا ، وأنه سوف يتطلب تعاون جميع الحكومات في المنطقة . نحن متأكدون انكم من الراغبين في السلام ، الهادئين اعظم الجهود لتحقيقه والمحافظة عليه ، العاملين على ان ينتشر بين شعوب الشرق الاوسط " .

وسوف يترك الوزير الأمريكي مصر غدا لزيارة سوريا ، والمعروف انه سيقابل اثناء زيارته للشرق الاوسط كل الرؤساء الذين لهم علاقة بموضوع السلام في المنطقة ، وانه سيحمل الى كل منهم رسالة مثل الرسالة التي حملها الى الرئيس المصري .

A. Basic text.

The Visit of the American Secretary of State to Egypt

A European reporter wrote an article on the Middle East dealing with the visit of the American Secretary of State to Egypt. The writer of the article said:

"The Secretary of State arrived in Cairo last night bearing an important letter to the Egyptian president from the American president. In this letter the American president spoke of the situation in the Middle East, displaying particular concern about the subject of peace in the area.

"The letter which the American president sent said:

'I have studied the Middle East problem thoroughly, and I have requested my Secretary of State to transmit to you my opinion on it and to discuss with you our policy concerning it. I know that arriving at a solution to this problem is not easy, and that it will necessitate the cooperation of all the governments in the area. I am certain that you are among those desiring peace and exerting the greatest of efforts to realize and preserve it, and working for its spread among the peoples of the Middle East.'

"The American Secretary of State will leave Egypt tomorrow to visit Syria. It is known that during his visit to the Middle East he will meet with all the heads of state who are involved in the matter of peace in the area, and that he will carry to each of them a letter like the one which he carried to the Egyptian president."

B. Vocabulary

ب - المفردات :

foreign affairs أَلْخَارِجِيَّةُ (= الشُّؤُونُ الْخَارِجِيَّةُ)

وَزِيرُ الْخَارِجِيَّةِ	foreign minister; secretary of state
وَصَلَ	he arrived
مُتَنَاوِلٌ - وَن	dealing with, treating
لَيْلَةٌ - لَيْالٍ	evening, night
حَمَلَ - حَمْلٌ	to carry, bear
مُظْهِرٌ - وَن	showing, demonstrating; revealing
إِهْتِمَامٌ - ات (بِرِ)	interest, concern, care (concerning, in)
مِنْطَقَةٌ - مَنَاطِقُ	area, region
لِ	(intensifying particle: see C.3 below)
مُشْكِلَةٌ - ات ، مَشَاكِلُ	problem
شَأْنٌ - شُؤُونٌ	matter, affair, concern; situation, condition
بِشَأْنِ	in regard to, regarding
وُصُولٌ (اِلَى)	(verbal noun) arriving (at), arrival (in)
حَلٌّ - حُلُولٌ	solution, resolution
تَطَلَّبٌ ، تَطَلَّبٌ	V to require, necessitate
جَمِيعٌ	whole, entire; all
مُتَأَكِّدٌ - وَن (مِنْ)	certain, convinced (of)
حَافِظٌ ، مُحَافِظَةٌ عَلَى	III to preserve, to maintain; to protect, defend
إِنْتَشَرَ ، إِنْتِشَارٌ	VIII to spread, become widespread; be scattered; to prevail (peace)
بَيْنَ	between, among (بَيْنَ must be repeated before each pronoun object)
مَعْرُوفٌ (بِرِ)	known; well-known, famous (for)
الْمَعْرُوفُ أَنَّ ، مِنَ الْمَعْرُوفِ أَنَّ	it is known that
عِلَاقَةٌ - ات (بِرِ)	relationship (to), connection (with)
مِثْلُ	(prep.) like
<u>Additional Vocabulary</u>	
تَأَكَّدَ ، تَأَكَّدَ (مِنْ)	V to be, become certain, convinced (of)
كَمْ عُمُرُهُ ؟	how old is he?
مِنْ	from; among, one of

1. Active participles: Derived Forms
2. The ḥāl construction
3. The intensifying particle لَ
4. The noun جَمِيعٌ 'all'
5. The "royal we" and the use of the plural for respect

1. Active participles: Derived Forms

All active participles of verbs other than Form I begin with the prefix mu-, and all except Form IX show stem vowel i. For example, the AP of دَرَسَ 'to teach' is مُدَرِّسٌ. The AP of any derived verb is easily formed from the imperfect in two steps, as follows:

- (1) Remove subject marker and mood marker, leaving the imperfect stem:

يُدَرِّسُ	←	دَرِّسْ-
يَتَكَلَّمُ	←	تَكَلِّمْ-

- (2) Prefix mu-; and, in Forms V and VI, change stem vowel to i.

مُدَرِّسٌ	←	دَرِّسْ-
مُتَكَلِّمٌ	←	تَكَلِّمْ-

This process gives the AP stem, which then takes the usual adjective endings for case, gender, and number.

The following chart shows the perfect, imperfect and AP of Forms II to X.

Active Participle	Imperfect	Perfect	Form	
مُدَرِّسٌ	يُدَرِّسُ	دَرَّسَ	II	'to teach'
مُسَاعِدٌ	يُسَاعِدُ	سَاعَدَ	III	'to help'
مُكْمِلٌ	يُكْمِلُ	أَكْمَلَ	IV	'to complete'
مُتَكَلِّمٌ	يَتَكَلَّمُ	تَكَلَّمَ	V	'to speak'
مُتَرَاوِلٌ	يَتَرَاوِلُ	تَرَاوَلَ	VI	'to correspond'
مُنْصَرِفٌ	يَنْصَرِفُ	انْصَرَفَ	VII	'to go away'
مُسْتَمِعٌ	يَسْتَمِعُ	اسْتَمَعَ	VIII	'to listen'
مُحْمَرٌ	يَحْمَرُ	احْمَرَّ	IX	'to blush'
مُسْتَقْبِلٌ	يَسْتَقْبِلُ	اسْتَقْبَلَ	X	'to receive'

Derived APs which have recently occurred are shown below with their verbs:

Active Participle	Imperfect	Perfect	Form	
مُقْبِلٌ عَلَى	يُقْبِلُ عَلَى	اقْبَلَ عَلَى	IV	'to approach'
مُخْلِصٌ (لِ)	يُخْلِصُ (لِ)	أَخْلَصَ (لِ)	IV	'to be sincere, devoted to'
مُسْلِمٌ	يُسْلِمُ	أَسْلَمَ	IV	'to surrender; to embrace Islam'
مُتَأَكِّدٌ	يَتَأَكَّدُ	تَأَكَّدَ	V	'to be convinced'
مُنْتَشِرٌ	يَنْتَشِرُ	انْتَشَرَ	VIII	'to spread'
مُخْتَلِفٌ	يَخْتَلِفُ	اِخْتَلَفَ	VIII	'to differ'

Examples:

نَحْنُ مُقْبِلُونَ عَلَى نَهْضَةٍ صِنَاعِيَّةٍ عَظِيمَةٍ 'We are approaching a great industrial boom.'
 فِي إِحْدَى الْمَصَانِعِ الْمُنْتَشِرَةِ خَارِجَ الظُّهْرَانِ 'in one of the many factories which are outside Dhahran'
 وَحَيَاتُنَا الْيَوْمَ مُخْتَلِفَةٌ عَنِ الْحَيَاةِ الَّتِي ... 'And our life today is different from the life which...'

As in the case of Form I APs, the AP of a derived verb denotes the same types of action as the verb from which it is derived. The AP can replace a relative pronoun and a verb, as for example:

الرَّجُلُ الَّذِي يَنْتَظِرُ فِي الْمَكْتَبِ 'the man who is waiting in the office'
 الرَّجُلُ الْمُنْتَظَرُ فِي الْمَكْتَبِ 'the man waiting in the office'

If the AP replaces an imperfect tense verb it may have progressive, future or habitual meaning; if it replaces a perfect tense verb it may have present perfect (including state) meaning. An AP from a transitive verb may take a direct object (in the accusative case if inflected). Illustrations:

Progressive (=imperfect tense)

الرَّجُلُ الَّذِي يَنْتَظِرُ أَخَاكَ 'the man who is waiting for your brother'
 الرَّجُلُ الْمُنْتَظَرُ أَخَاكَ 'the man waiting for your brother'

Future (=imperfect tense)

الرَّجُلُ الَّذِي سَيَسَافِرُ غَدًا 'the man who will leave tomorrow'
 الرَّجُلُ الْمُسَافِرُ غَدًا 'the man leaving tomorrow'

Habitual (=imperfect tense)

الرَّجُلُ الَّذِي يَتَنَاوَلُ هَذَا الْمَوْضُوعَ عَادَةً 'the man who usually deals with this topic'
 الرَّجُلُ الْمُتَنَاوِلُ هَذَا الْمَوْضُوعَ عَادَةً 'the man who usually deals with this topic'

Present perfect (= perfect tense)

- الرَّجُلُ الَّذِي تَزَوَّجَ 'the man who got married'
- الرَّجُلُ الْمُتَزَوِّجُ 'the married man'

State (= perfect tense)

- الرَّجُلُ الَّذِي حَضَرَ صَفَّنَا 'the man who attended our class'
- الرَّجُلُ الْحَاضِرُ صَفَّنَا 'the man attending our class'

Some participles, like مُسَافِرٌ may have progressive or future meaning: "traveling (now)" or "traveling (later)." The student must learn the specific meaning or meanings that each AP has.

Transitive APs may, as has been stated earlier, take an accusative object. With some APs, for stylistic reasons, an alternative construction is used in which the direct object is made the object of the preposition لَ instead of being placed in the accusative case, as in

- | | |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| مَنْ هَذَا الْأُسْتَاذُ الْمُقَاوِمُ لِفِكْرَةِ
الْحُرِّيَّةِ فِي التَّعْلِيمِ ؟ | 'Who is this professor (who is)
opposing the idea of freedom
of instruction?' |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|

Again as in the case of Form I APs, many derived APs have taken on concrete meaning and are used as nouns; these derived APs normally have sound plurals. Ex.

- | | |
|------------------------------|----------------------|
| مُدَرِّسٌ - مُدَرِّسُونَ | 'teacher' |
| مُسَاعِدٌ - مُسَاعِدُونَ | 'assistant' |
| مُتَكَلِّمٌ - مُتَكَلِّمُونَ | 'speaker, spokesman' |

Since the rules for the formation of all APs are completely regular, you will after this lesson be expected to form and to recognize them with ease. They will be listed in the vocabulary only if they have developed concrete or other specialized meaning.

Now do Drills 1, 2 (on tape) and 3.

Drill 1. Written. Recognition: Active participles

Underline and vocalize all the active participle forms in the following sentences. Then translate the sentences.

- ١ - نحن متأكّدون أنّهم من الراغبين في التّقدم الصّناعيّ .
- ٢ - صادقت المراسل المتناول في مقالاته مشاكل هذه المنطقة .
- ٣ - أنا منتظرة رسالتكم القادمة .
- ٤ - قابل رئيس الجمهوريّة المتكلّم باسم الحكومة الاجنبيّة .
- ٥ - يجب ان تتوفّر للعمّال في البلاد كل الحقوق .
- ٦ - جيّراني مسافرون الى اوربا غدا .
- ٧ - اجتمع مساعد المدير مع موظفي الشركة .
- ٨ - بلادنا من البلاد المقبلة على نهضة صناعية .
- ٩ - تحدّث الصحفيّ الى الرجل المقاوم لسياسة الحكومة .

Drill 2. On tape. Active participles.

Drill 3. Transformation: Relative clause → Active participle

Ex. 'Who is the woman who is waiting
for your brother in his office?' من هي المرأة التي تنتظر اخاك
في مكتبه ؟
'Who is the woman waiting for your
brother in his office?' من هي المرأة المنتظرة اخاك في
مكتبه ؟

- ١ - اعرف الرجل الذي تزوّج .
- ٢ - قرأت كتابا عن المفكرين الذين يقاومون سياسة الحكومة .
- ٣ - من هم الوزراء الذين سيسافرون الى بلاد الشرق الاوسط ؟
- ٤ - من هم الرجال الذين يتعاونون في حل هذه المشاكل الصعبة ؟
- ٥ - من هما المستشرقان اللذان يتحدّثان في كتبهما عن العالم العربيّ ؟
- ٦ - عين الرئيس مهندسا تعلّم خارج البلد .
- ٧ - من هم المفكّرون المسلمون الذين حققوا النهضة الاسلاميّة ؟
- ٨ - هذا من الرجال الذين تأثّروا بالأدب الفرنسيّ .

2. The ḥāl construction.

In addition to the coordinating conjunction وَ 'and' there is also a subordinating conjunction وَ 'while, as' that introduces what is called a circumstantial, or ḥāl clause. In the sentence

وَصَلَ الْوَزِيرُ وَهُوَ يَحْمِلُ رِسَالَةً هَامَّةً مِنَ الرَّئِيسِ.	'The minister arrived while carrying an important letter from the president.'
--------------------------------------------------------------------------	-------------------------------------------------------------------------------

the clause وَهُوَ يَحْمِلُ رِسَالَةً مِنْ الرَّئِيسِ 'while he carries an important letter from the president' modifies الْوَزِيرُ and describes the condition or attendant circumstances surrounding the وَزِير at the time of the event in question, his arrival. It is therefore called a circumstantial clause, or, more commonly, a ḥāl clause (from حَالٌ - أَحْوَالٌ 'condition, circumstance'). The features of the ḥāl clause are as follows:

- (1) The structure of the ḥāl clause is (reading from right to left):

(a.)	<u>Equational Sentence</u>	وَ 'while'
(b.)	<u>Verbal Sentence</u> + <u>Independent Pronoun</u>	

The independent pronoun agrees with the noun modified by the ḥāl clause.

Illustrations of the two types of clauses (ḥāl clauses are underlined):

(a.)	وَصَلَ وَبَيْنَ كُتُبِهِ رِسَالَةٌ الرَّئِيسِ . حَضَرَ إِلَى أَمْرِيكَ وَهُوَ صَغِيرٌ .	'He arrived with the president's letter among his books.' 'He came to America while he was young.'
(b.)	وَصَلَ الْوَزِيرُ وَهُوَ يَحْمِلُ رِسَالِ هَامَّةً .	'The minister arrived carrying ("as he carried") important letters.'

Note that verbs in these ḥāl clauses are in the imperfect tense, and that the imperfect tense is translated in the same tense as the main verb.

- (2) There is in the ḥāl clause a pronoun referring to the modified noun. These are ه (on كُتُبِهِ) in the first sentence and هُوَ in the second and third sentences.

Variation a: The particle **وَ** 'while' and the independent pronoun are often omitted as in:

• حَضَرَ إِلَى أَمْرِيكَ أَسْتَاذًا .	'He came to America as (while he was) a professor.'
• وَصَلَ الْوَزِيرُ يَحْمِلُ رَسَائِلَ هَامَّةً .	'The minister arrived carrying important letters.'
• كَتَبَتْ تَسْأَلُ عَنِ الْوَضْعِ السِّيَاسِيِّ فِي بَلَدِهِ .	'She wrote asking about the political situation in his country.'

وَ 'while' plus independent pronoun may be omitted from an equational sentence if its predicate is an unmodified indefinite noun, like **أَسْتَاذٌ** in **وَهُوَ أَسْتَاذٌ** 'while he was a professor'; once **وَهُوَ** is omitted this predicate noun must then be put in the accusative case, as in the example above.

The omission of **وَ** plus pronoun does not otherwise change the word order of the clause, whether it is an equational or a verbal sentence.

Variation b: If the **ḥāl** clause in variation a above is a verbal sentence, then a further change is possible. The imperfect tense verb of the **ḥāl** may be replaced by an active participle:

• وَصَلَ الْوَزِيرُ حَامِلًا رَسَائِلَ هَامَّةً .	'The minister arrived carrying important letters.'
• كَتَبَتْ سَائِلَةً عَنِ الْوَضْعِ السِّيَاسِيِّ فِي بَلَدِهِ .	'She wrote asking about the political situation in his country.'

The participle must be accusative and indefinite, but it agrees with the modified noun in gender and number. If it is a transitive AP it may take an accusative object.

Thus there are three possible **ḥāl** constructions involving verbal sentences:

وَهُوَ يَحْمِلُ رِسَالَةً . • يَحْمِلُ رِسَالَةً . • حَامِلًا رِسَالَةً .	} وَصَلَ 'He arrived carrying a letter.'
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Ḥāl with perfect tense. The verbs in the **ḥāl** clauses cited above are all

imperfect indicative; they denote actions that are taking place at the same time as the main verb. The perfect tense verb also occurs in the ḥāl clause, preceded by وَقَدْ. This construction indicates a completed action whose results are still in effect; the verb is often best translated as "having (done something)", "who had (done something)", "now that...", etc. Examples:

رَجَعَ الْمُرَاسِلُ إِلَى بَلَدِهِ وَقَدْ تَحَدَّثَ طَوِيلًا مَعَ الرَّئِيسِ وَبَعْضِ وَزَرَائِهِ .	'The reporter returned to his country, having talked at length with the president and some of his ministers.'
نَشَرَتِ الْكَاتِبَةُ وَقَدْ سَكَنْتْ سَنَوَاتٍ طَوِيلَةً فِي الشَّرْقِ الْأَوْسَطِ مَقَالَاتٍ طَوِيلَةً عَنِ الْأَوْضَاعِ السِّيَاسِيَّةِ فِي الْمِنْطَقَةِ .	'The writer, after having resided many years in the Near East, published long articles about the political conditions in the area.'

Imperfect verbs in the ḥāl are negated by لَا (or وَمَا) and perfect verbs, by وَلَمْ plus the jussive. Examples:

وَصَلَ لَا يَعْرِفُ (وَمَا يَعْرِفُ) مَنْ أَنَا .	'He arrived not knowing who I was.'
رَجَعَ وَلَمْ يَحْضُلْ عَلَى شَيْءٍ .	'He returned without having obtained anything.'

Now do Drills 4, 5 (on tape), 6 and 7.

Drill 4. Written. Recognition: Ḥāl clauses.

Underline the ḥāl clauses in the following sentences. Then translate the sentences.

- ١ - كتب المراسل مقالة طويلة متناولا فيها مشاكل بعض البلاد .
- ٢ - وصل الوزير الى الرياض وهو يحمل رسالة من رئيس مصر .
- ٣ - تحدّثت اليّ تسألني رأيي في هذا الموضوع .
- ٤ - حمل الرسالة وهو لا يعرف ما فيها .
- ٥ - كنت ارجب وانا صغيرة في السفر الى بلاد بعيدة .
- ٦ - شاهدنا آثار بعثك ونحن في لبنان .
- ٧ - خرج من مكتب الشركة ولم يحصل على عمل .

- ٨ - تحدّث اليّ سعيدا .
- ٩ - رجع من امريكا وقد درس سياستها الخارجية دراسة شاملة .
- ١٠ - خرج من داره مسرعا .

Drill 5. (Also on tape) Transformation: Ḥāl clause equational sentences.

Translate the transformed sentences. Ex.

'Nancy studied Arabic.'

'Nancy is a student at the University.'

'Nancy studied Arabic when she was a student at the university.'

← { درست نانسي اللغة العربية .
نانسي طالبة في الجامعة .
درست نانسي اللغة العربية وهي طالبة في الجامعة .

- ١ - وصل الوزير الى القاهرة . مع الوزير عائلته .
- ٢ - خرجت من المكتب . بيدها جريدة .
- ٣ - صادق احمد طلابا كثيرين . احمد استاذ في الجامعة .
- ٤ - فكر بحبيته كثيرا . حبيته بعيدة عنه .
- ٥ - اشرف المهندس على حفر القناة . المهندس في الخمسين من عمره .
- ٦ - شارك في تعيين الاساتذة . هو مساعد لوزير التربية والتعليم .
- ٧ - درست في جامعة جورج تاون . انا ساكن في مدينة واشنطن .
- ٨ - كان يكتب شعرا جميلا . هو طالب في الجامعة .

Drill 6. Transformation: Perfect → ḥāl perfect

Translate the transformed sentences. Ex.

'The girl travelled to her country.'

'The girl finished her university studies.'

'The girl returned to her country having completed her university studies.'

← { سافرت البنت الى بلدها .
أكملت البنت دراستها الجامعية .
سافرت البنت الى بلدها وقد
أكملت دراستها الجامعية .

- ١ - قابل الرئيس الوزير . تأكد الرئيس من اهمية المشكلة .

- ٢ - تقدم المراسل بطلب للعمل في الجريدة • عرف انها بحاجة الى مراسل اجنبي •
- ٣ - رجع وزير الخارجية من فرنسا • حمل الوزير رسالة الى الرئيس الفرنسي •
- ٤ - تحدث عن الوضع السياسي • درس الوضع دراسة شاملة •
- ٥ - ترك السيد احمد المؤتمر • انتخب الحزب السيد احمد مرشحا •

Drill 7. Transformation: Imperfect → active participle

'He wrote me a letter asking about the political situation.'

كتب اليّ رسالة يسأل عن الوضع السياسي .

←

كتب اليّ رسالة سائلا عن الوضع السياسي .

- ١ - ارسلوا يطلبون عملا في شركة السيارات •
- ٢ - وصلت تحمل كتبها •
- ٣ - تحدثنا اليهم تناول الوضع الحاضر في الشرق الاوسط •
- ٤ - خرجا يتحدثان معا عن حب قيس ليلي •
- ٥ - ترك المكتبة يقرأ جريدة عربية •
- ٦ - أرسل اليه يطالب بحقه •

3. The Intensifying particle لَ

The particle لَ intensifies or emphasizes the truth value of a statement.
It usually occurs before قَدْ and the perfect tense, as in

'We have indeed made a comprehensive study of the Middle East.'
لَقَدْ دَرَسْنَا مَشْكَلَةَ الشَّرْقِ الْأَوْسَطِ
دراسةً شاملةً •

English does not have an exact equivalent; it means "it is certainly true that ...; assuredly, indeed." It is often best left untranslated.

4. The noun جَمِيعٌ 'all'

The word جَمِيعٌ is a noun, like كُلٌّ, and has the same general meaning:

"all". Like كُلُّ , also, it may

(1) precede a noun in an idāfa:

حَضَرَ جَمِيعُ الْمُهَنْدِسِينَ . 'All the engineers came.'

or (2) follow a noun, agreeing with it in case, and having a pronoun suffix referring to the noun:

حَضَرَ الْمُهَنْدِسُونَ جَمِيعَهُمْ . 'All the engineers came.'

Unlike كُلُّ , the noun جَمِيعُ may occur in the accusative indefinite, functioning as an adverb, after the noun:

حَضَرَ الْمُهَنْدِسُونَ جَمِيعًا . 'All the engineers came.'
تَحَدَّثَ الْمَدِيرُ إِلَى الْمُهَنْدِسِينَ جَمِيعًا . 'The director talked to all the engineers' or '... to the engineers all together.'

Finally, الْجَمِيعُ as an independent noun corresponds generally to English "everyone", whereas الْكُلُّ can mean "everything".

حَضَرَ الْجَمِيعُ . 'Everyone came.'

When جَمِيعُ is in an idāfa, agreement depends on the gender and number of the second term; otherwise الْجَمِيعُ takes plural agreement.

جَمِيعُ الدَّرُوسِ صَعْبَةٌ . 'All the lessons are hard.'
الْجَمِيعُ يَعْرِفُونَ ذَلِكَ . 'Everyone knows that.'

Now do Drills 8, 9 (on tape) and 10 (on tape).

Drill 8. Transformation: Noun → جميع + noun → جميع + pronoun

Ex.

'The students studied political science.' → درس الطلاب العلوم السياسية.

'All the students studied political science.' → درس جميع الطلاب العلوم السياسية.

'All the students studied political science.' → درس الطلاب جميعهم العلوم السياسية.

- ١ - تأكد المفكرون من أهمية هذه السياسة .
- ٢ - صادق المدير العمال .
- ٣ - ارسل اصدقاؤني الاجانب .
- ٤ - الطلاب حاصلون على شهادات عالية .
- ٥ - درست الحكم في النص الاساسي .
- ٦ - للقنوات أهمية كبيرة في الاقتصاد العالمي .
- ٧ - اخرجوا المراسلين من المؤتمر .

Drill 9. (On tape) Transformation: جميع in idāfa → جميع + pronoun
→ adverb

Drill 10. (On tape) Transformation: جميع in idāfa → الجميع

5. The "royal we" and the use of the plural for respect

In Arabic, as in English and other European languages, the "royal we" is often used instead of "I" by persons in high office. Indeed, it is probably even more common in Arabic; it is illustrated by the following sentence taken from an imaginary letter sent by the president of one country to another:

طَلَبْنَا مِنْ وَزِيرِ خَارِجَتِنَا أَنْ يَنْقُلَ إِلَيْكُمْ رَأْيَنَا فِي ذَلِكَ الْأَمْرِ .	I have asked my Minister of Foreign Affairs to convey to you my view on that matter.
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Drill 11. Written. Question/answer

أسئلة :

- ١ - أين يسكن السيّد فلتشر ؟ كم عمره ؟
- ٢ - كم ابننا تشمل عائلة فلتشر ؟ وكم بنتا ؟ ماذا يدرس الابن ؟
- ٣ - أين عملت زوجة فلتشر ؟
- ٤ - لماذا أخذ فلتشر يعمل في البيت ؟
- ٥ - كيف أثر هذا الوضع على فلتشر ؟
- ٦ - هل موضوع الفلم اجتماعي أم سياسي ؟
- ٧ - ما رأيك في موضوع الفلم ؟

E. General Drills

هـ - تمارين عامة :

Drill 12. Written. Transformation: Plural nouns.

Add the words in parentheses to the sentences as indicated by the under-

lining. Make any necessary changes. Ex.

درس الطالب في جامعة لندن. (كل)
'The student studied at the University of London.' (All) →

درس كل الطلاب في جامعة لندن .
'All the students studied at the University of London.'

- ١ - يبحثون عن حل لمشكلة الشرق الاوسط . (جميع)
- ٢ - لا تعجبنا سياسة الحكومة . (بعض)
- ٣ - ليس العامل حاصل على شهادة عالية . (معظم)
- ٤ - يتناول في مقالته الاخيرة الثورة الشعبية في هذا البلد . (نصف)
- ٥ - اخي ساكن في مدينة بغداد . (جميع)
- ٦ - سينعقد المؤتمر في بناء كبير في نيويورك . (كل)
- ٧ - يعتقد المستشرق ان لهذا الاديب اهمية كبيرة في الادب العربي الحديث . (جميع)

- ٨ - شاهد صديقي الفيلم مساء امس . (بعض)
- ٩ - منحته الدولة حقه . (جميع)
- ١٠ - تحدّد الوزارة منهج التعليم في المدارس . (كل)

Drill 13. (Also on tape) Question formation.

Form questions from the following statements, questioning the underlined items.

- ١ - تم حفر قناة السويس عام ١٨٦٩ .
- ٢ - ليس حل مشكلة الشرق الاوسط سهلا .
- ٣ - اسم القائد المسلم الذي فتح الاندلس طارق بن زياد .
- ٤ - الصناعة منتشرة في البلاد العربية .
- ٥ - تعلّمت ثلاث لغات اوروبية اثناء اقامتها في فرنسا .
- ٦ - ذلك الرجل هو المهندس الذي اشرف على بناء المصنع الجديد .
- ٧ - والدها يسكن في بيت خارج مدينة واشنطن .
- ٨ - لا يعتقد ان هذا البلد مقبل على نهضة صناعية .
- ٩ - حكمت هاتان الدولتان - بريطانيا وفرنسا - منطقة القناة .
- ١٠ - كتب الطالب مذكرات طويلة .

Drill 14. Oral translation.

1. Perhaps he returned to his country, having received his university degree.
2. The reporter writes in his article about the books of the Egyptian writer (litterateur) Naguib Mahfouz.
3. I was waiting for him when he arrived at Beirut airport.
4. It is necessary that the ministers search for a solution to this difficult problem.
5. Do you want to correspond with her?
6. I have a small family which includes a son and two daughters.
7. This government continues to establish (أَنْشَأَ) new dams on the river.

Drill 15. Written: Verb Forms I-X.

Fill in the blanks in the chart below. Vocalize each word fully.

Ex.

Jussive with لِ	Active Participle	Verbal Noun	Verb	Form
لِيَفْتَحْ	فَاتِحٌ	فَتْحٌ	فَتَحَ	I
		انتشار		
	مدرّس			
			علم	
		تصرف		
			انقطع	
		متابعة		
	متعاون			
			اشرف على	
		استقبال		
				IV
			حكم	
		تراسل		
			حمل	
لِيَبْحَثْ				
				I

الجاحظ

الجاحظ من كبار ادباء القرن التاسع الميلادي . لسنا نعرف شيئا كثيرا عن حياته وهو صغير ، لكننا نعرف أنه وُلِدَ في البصرة وأنه أحب العلم حباً عظيماً ، كما نعرف أنه درس كثيراً من الكتب العربية والكتب الأجنبية التي ترجمت إلى العربية .

عُرِفَ الجاحظ بـانتاجه الأدبي العظيم ، فقد كتب عدداً كبيراً من الكتب ، لكن كتبه التي وصلتنا ليست أكثر من ثلاثين . وقد تُرجمت بعض كتبه في هذا القرن إلى اللغات الأجنبية .

عمل الجاحظ في وظائف كثيرة منها التدريس ، وكان ابناء الخليفة Caliph المُتوكل من طلابه مدة قصيرة .

ذُكِرَ أن الجاحظ أصبح كاتباً لرجل من رجال السياسة هو إبراهيم بن عباس الصولي ، لكن الصولي طرده بعد ثلاثة أيام لأنه كان قبيح الوجه .
وذكر أيضاً أن الجاحظ شوهد يتجول في بغداد ، فأقبلت عليه امرأة وأخذته من يده وذهبت به إلى صائغ دون أن تتكلم . فلما وصلا قالت المرأة للصائغ : أرسم لي صورة مثل صورة هذا الرجل ، وانصرفت . فسأل الجاحظ الصائغ : ما قصة هذه المرأة ؟ فقال : لقد طلبت مني أن أرسم لها صورة الشيطان على خاتمها ، فأخبرتها بأنني لم أشاهد الشيطان حتى أرسم لها صورة كصورته . فتركنتني دون أن تتكلم . وبعد ساعة رجعت وانت معها .
فانصرف الجاحظ وهو يضحك .

أسئلة

- ١ - ماذا تعرف عن حياة الجاحظ وهو صغير ؟
- ٢ - اذكر شيئين عرف بهما الجاحظ ؟

- ٣ - كم وصلتنا من كتب الجاحظ ؟ هل يعرف الغرب شيئا عنها ؟
- ٤ - هل كان الجاحظ يعرف أحدا من كبار رجال السياسة ؟
- ٥ - كيف تعرف ان الجاحظ كان قبيح الوجه جدا ؟
- ٦ - ماذا طلبت المرأة من الصائغ ؟
- ٧ - ماذا قال لها الصائغ ؟
- ٨ - لماذا اخذت المرأة الجاحظ الى الصائغ ؟

Vocabulary note: In a sentence like

كَمْ وَصَلَتْنا مِنْ كُتُبِ الْجَاحِظِ؟ 'How many books from among the books by Al-Jāḥiẓ have come down to us?'

The noun after كَمْ is usually omitted, giving كَمْ وَصَلَتْنا مِنْ كُتُبِ الْجَاحِظِ ؟ as in question 3 above.

A. Basic text

Al-Jāḥiẓ was one of the great literary figures of the ninth century A.D. We do not know a great deal about his life as a boy, but we do know that he was born in Basra, and that he developed a great love for knowledge; we also know that he studied many Arabic books and foreign books that had been translated into Arabic.

Al-Jāḥiẓ became known for his prodigious literary output, for he wrote a great number of books, but no more than thirty of his books have come down to us. Some of his books have been translated in this century into foreign languages.

Al-Jāḥiẓ worked in many positions, including teaching; the sons of the Caliph Al-Mutawakkil were among his students for a short while.

It has been reported that Al-Jāḥiẓ became a scribe to a certain political figure, Ibrāhīm Ibn 'Abbās Al-Ṣūlī, but Al-Ṣūlī dismissed him after three days because he was ugly ("ugly of face").

It has also been reported the Al-Jāḥiẓ was seen walking around in Baghdad when a woman approached him, took him by the hand and led him to a goldsmith.

without speaking. When they arrived, the woman said to the goldsmith, "Draw me a picture like the image of this man," and went away. Thereupon Al-Jāhiz asked the goldsmith, "What is this woman's story?" He said, "She asked me to engrave a picture of the Devil on her ring for her, and I informed her that I had never seen the Devil (to be able) to draw for her a picture like his image. Then she left me without saying a word. After an hour she returned with you." Then Al-Jāhiz went away laughing.

B. Vocabulary

ب - المفردات

الْجَاهِزُ	Al-Jāhiz
قُرْنٌ - قُرُونٌ	century
مِيلَادِيٌّ	A.D., of the Christian era
وُلِدَ	(passive) he was born
الْبَصْرَةُ	Basra
كَمَا	as, and in addition, and also (followed by sentence)
تُرْجِمَتْ	(passive) it (f.) was translated
عُرِفَ بِـ	(passive) he became known for
أَنْتَجَ ، إِنْتَاجٌ	IV to produce, put out
وَصَلَ	(foll. by acc. obj.) to come to
الْمُتَوَكِّلُ	Al-Mutawakkil
مُدَّةٌ - مَدْرَةٌ	period (of time), while
قَبِيحٌ - قَبِيحٌ	ugly
وَجْهٌ - وَجْهٌ	face
ذُكِرَ	(passive) it was mentioned, reported, related
شُوِّدَ	(passive) he was seen
ذَهَبَ - ، ذَهَابٌ بِـ	to take, conduct (s.o.)
دُونَ	without

لَمَّا	when, at the time that (conj.)
رَسَمَ - رَسْمٌ	to draw, engrave
صَوَّرَ - صُورَةٌ	image, form; picture
قَصَّ - قِصَّةٌ	story
كَ	like, as (prep.)
ضَحَكَ - ضُحْكٌ	to laugh

Additional vocabulary

سَيَّطَرَ ، سَيِّطَرَةٌ عَلَى	to control, dominate
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C. Grammar and drills

ج - القواعد والتمارين :

1. Quadriliteral verbs
2. Passive voice: Perfect tense
3. Adjective idāfas
4. The noun مِثْلٌ and the preposition كَ .
5. Verbs of arriving with accusative object
6. Idāfas with both members modified

1. Quadriliteral verbs

The great majority of Arabic verbs have roots consisting of three radicals, for example كَتَبَ 'to write' (root KTB) or اِسْتَقْبَلَ 'to receive' (root QBL). These are termed triliteral verbs. There are some verbs, however, whose roots have four radicals, for example تَرَجَّمَ 'to translate' (root TRJM) and سَيَّطَرَ عَلَى 'to control, gain control (of)', (root SYTR); these are called quadriliteral verbs. There are no verbs with fewer than three or more than four radicals.

Quadriliteral verbs have a simple Form (QI) and three derived Forms (QII, III, and IV). Forms QIII and IV are quite rare and will not be dealt with here.

Form QI is conjugated like Form II of triliteral verbs, the only difference being that the former has two different radicals in the place of the doubled middle radical of Form II. Thus the perfect stem pattern for QI verbs is FaSTaL- (the capital letters representing respectively the First, Second, Third, and Last radical), and the imperfect stem pattern is -FaSTiL-. The following chart shows the conjugation of 'to translate.'

تَرْجَمَ

	PERFECT	IMPERFECT			
		Indicative	Subjunctive	Jussive	Imperative
3 MS	تَرْجَمَ	يُتَرْجَمُ	يُتَرْجَمَ	يُتَرْجَمْ	تَرْجِمْ
FS	تَرْجَمَتْ	تُتَرْجَمُ	تُتَرْجَمَ	تُتَرْجَمْ	
2 MS	تَرْجَمْتَ	تُتَرْجِمُ	تُتَرْجِمَ	تُتَرْجِمْ	
FS	تَرْجَمْتِ	تُتَرْجِمِينَ	تُتَرْجِمِي	تُتَرْجِمِي	
1	تَرْجَمْتُ	أُتَرْجِمُ	أُتَرْجِمَ	أُتَرْجِمْ	تَرْجِمَا
3 MD	تَرْجَمَا	يُتَرْجِمَانِ	يُتَرْجِمَا	يُتَرْجِمَا	
FD	تَرْجِمْتَا	تُتَرْجِمَانِ	تُتَرْجِمَا	تُتَرْجِمَا	
2 D	تَرْجِمْتُمَا	تُتَرْجِمَانِ	تُتَرْجِمَا	تُتَرْجِمَا	
3 MP	تَرْجَمُوا	يُتَرْجِمُونَ	يُتَرْجِمُوا	يُتَرْجِمُوا	تَرْجِمُوا
FP	تَرْجِمْنَ	يُتَرْجِمْنَ	يُتَرْجِمْنَ	يُتَرْجِمْنَ	
2 MP	تَرْجَمْتُمْ	تُتَرْجِمُونَ	تُتَرْجِمُوا	تُتَرْجِمُوا	
FP	تَرْجَمْتُنَّ	تُتَرْجِمْنَ	تُتَرْجِمْنَ	تُتَرْجِمْنَ	
1 P	تَرْجَمْنَا	نُتَرْجِمُ	نُتَرْجِمَ	نُتَرْجِمْ	

The active participle is also like that of Form II trilateral verbs, having the pattern muFaSTiL:

مُتَرَجِّمٌ	'translating; translator'
مُسَيِّطِرٌ	'controlling; sovereign'

but the verbal noun has the pattern FaSTaLa(t):

تَرْجُمةٌ	'translating, translation'
سَيِّطَرَةٌ	'control, rule'

Now do Drill 1. (On tape) Conjugation: Quadriliterals

Form QII is characterized by a prefix ta-, and is conjugated like Form V of trilateral verbs. The perfect stem is taFaSTaL-; the imperfect stem is also -taFaSTaL-. Shown below as examples are the third person masculine singular forms of تَأْمَرُكَ 'to become Americanized, act or behave like an American':

PERFECT	IMPERFECT		
	Indicative	Subjunctive	Jussive
تَأْمَرُكَ	يَتَأْمَرُكَ	يَتَأْمَرُكَ	يَتَأْمَرُكَ

The AP has the pattern mutaFaSTiL-:

مُتَأْمَرٌ	'behaving like an American'
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The verbal noun is taFaSTuL-:

تَأْمَرُكَ	'act of behaving like an American'
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In general, QII verbs bear the same relation of meaning to QI verbs as do triliteral Form V verbs to Form II. In particular, QII verbs are commonly derived from nouns with four or more radicals, and have the meaning "to behave like, pretend to be, assume the characteristics of (the noun)":

<u>Noun</u>	<u>QII</u>
أَمْرِيكَ 'America'	تَأَمَّرَكَ 'to behave like an American'
شَيْطَانٌ 'devil'	تَشَيَّطَنَ 'to be devilish'
فَيْلَسُوفٌ 'philosopher'	تَفَلَّسَفَ 'to pretend to be a philosopher, talk pompously'

2. Passive voice: Perfect tense

a. Form

All the verbs that we have encountered before this lesson have been in the active voice; in this lesson we take up the passive voice. The principal difference between active and passive voice is, in brief, that the subject of the passive verb is acted upon by some other agent, while this is not the case with the subject of an active verb. Compare:

Active	Passive
John <u>saw</u> some friends at the fair.	John <u>was seen</u> at the fair.
They <u>robbed</u> the bank.	The bank <u>was robbed</u> by professionals.
I <u>mentioned</u> your name at the party.	Your name <u>was mentioned</u> at the party.

The subjects of the active verbs performed the acts, while the subjects of the passive verbs underwent the action.

The passive voice in Arabic is indicated by special vowel patterns in the stem of the verb. In the perfect tense, the active-passive contrast is illustrated below:

Form I	Active Voice	Passive Voice
Pattern	FaM <u>i</u> L-	FuMiL-
	دَرَسَ 'he studied'	دُرِسَ 'it was studied'
	شَرِبَ 'he drank'	شُرِبَ 'it was drunk'

All verbs that have the stem vowel u in the perfect tense are intransitive and therefore do not form a passive.

The rule for the formation of the passive of the perfect tense in all verb Forms is: (a) change the stem vowel (the vowel before the last radical L) to i; then (b) change all preceding vowels to u if short or uu if long. This is illustrated below for the various verb Forms (there is no passive in Forms VII and IX, and the passive is rare in V and VI):

Form	Active	Passive	Passive Pattern
I	دَرَسَ 'to study'	دُرِسَ 'to be studied'	FuMiL-
II	قَدَّمَ 'to offer'	قُدِّمَ 'to be offered'	FuMMiL-
III	شَاهَدَ 'to see'	شُوهِدَ 'to be seen'	FuuMiL-
IV	أَرْسَلَ 'to send'	أُرْسِلَ 'to be sent'	?uFMiL-
V		rare	tuFuMMiL-
VI		rare	tuFuuMiL-
VII		none	
VIII	اِنتَخَبَ 'to elect'	اُنْتُخِبَ 'to be elected'	?uFtuMiL-

cont.

IX		none	
X	اِسْتَقْبِلَ 'to receive'	اُسْتُقْبِلَ 'to be received'	?ustuFMiL-
QI	تَرْجَمَ 'to translate'	تُرْجِمَ 'to be translated'	FuSTiL-
QII		rare	tuFuSTiL-

The conjugation of the passive is exactly like that of the active, since only an internal vowel change is involved. The conjugation of all perfect passive verbs is illustrated below with the passive verb وَلِدَ 'to be born' (from وَلَدَ 'to bear, give birth to').

وَلِدَ 'to be born'			
	Singular	Dual	Plural
3 M	وُلِدَ 'he was born'	وُلِدَا 'they were born'	وُلِدُوا 'they were born'
F	وُلِدَتْ 'she was born'	وُلِدَتَا 'they were born'	وُلِدْنَ 'they were born'
2 M	وُلِدْتُمْ 'you were born'	وُلِدْتُمَا 'you were born'	وُلِدْتُمْ 'you were born'
F	وُلِدْتِ 'you were born'		وُلِدْتُنَّ 'you were born'
1	وُلِدْتُ 'I was born'		وُلِدْنَا 'we were born'

Now do Drills 2 (on tape) and 3.

b. Usage

The Arabic passive construction is like the English passive construction in that the object of an active transitive verb may be made the subject of the passive form of that verb. In the following, the preposition بِـ 'by means of, by, with' is used to indicate the instrument or thing used:

Active:

كَتَبْتُ الرِّسَالَةَ بِهَذَا الْقَلَمِ. 'I wrote the letter with this pencil.'

Passive:

كُتِبَتِ الرِّسَالَةُ بِهَذَا الْقَلَمِ. 'The letter was written with this pencil.'

In both sentences, الرِّسَالَةُ 'the letter' is the thing acted upon (the undergoer of the action, or goal), قَلَمِ 'pencil' is the instrument, and أَنَا (in the active sentence only) 'I' is the agent (the performer of the action).

The big difference between Arabic and English is that Arabic cannot express the agent in the passive construction. Thus, Arabic has no construction parallel to

'The letter was written by me.'

The only way to express the agent in Arabic is as the subject of an active verb. To rephrase this, if the agent is to be expressed in Arabic, only the active verb can be used. We can accordingly set up the following equation:

Agent expressed:

Arabic	English
كَتَبْتُ الرِّسَالَةَ.	'I wrote the letter.'
	'The letter was written <u>by me</u> .'

Agent not expressed:

Arabic	English
كُتِبَتِ الرِّسَالَةُ بِهَذَا الْقَلَمِ .	'The letter was written with this pen.'

a. Notes: Active voice. When the agent is mentioned, the verb must be in the active voice, and the agent is the subject of the verb. The noun الرَّئِيسُ is agent and subject of the verb in the following sentence.

عَقَدَ الرَّئِيسُ الْيَوْمَ مُؤْتَمَرًا صُحُفِيًّا بِشَأْنِ الْإِنْتِخَابَاتِ الْقَادِمَةِ .	'The president held a press conference today regarding the coming elections.'
-------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------

b. Passive voice. If the agent is not mentioned, the noun referring to the undergoer of an action becomes the subject of the passive verb, like مُؤْتَمَرٌ صُحُفِيٌّ in the following sentence:

عُقِدَ الْيَوْمَ مُؤْتَمَرٌ صُحُفِيٌّ بِشَأْنِ الْإِنْتِخَابَاتِ الْقَادِمَةِ .	'A press conference was held today regarding the coming elections.'
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c. In the two cases above, the agent is directly involved in the act, whether mentioned or not. There are other cases where the agent's involvement is not of immediate concern. With the verb "to break", for example, we can say

- (a) "I broke the dish." (active voice)
- (b) "The dish was broken by the waiter." (passive voice)
- (c) "The dish got broken" or "The dish broke." (active voice, but agent not a matter of concern)

In the case of (c) above, the dish may have gotten broken from any cause, including normal wear and tear; or the identity of the agent may be logically deduced from the circumstances, as when the mother sees her child all alone in the kitchen with a broken dish on the floor beside him. These three usages can be contrasted in Arabic with the Form I verb كَسَرَ 'to break' (transitive)

and the Form VII verb **اِنْكَسَرَ** 'to be broken, to break' (intransitive).

(a) Form I, active:

كَسَرَ وَلَدَكَ الْفِتْجَانَ . 'Your child broke the cup.'
(agent known and mentioned)

(b) Form I, passive:

كُسِرَ الْفِتْجَانُ . 'The cup was broken.' (agent unknown or deliberately concealed)

(c) Form VII:

اِنْكَسَرَ الْفِتْجَانُ . 'The cup broke.' (agent not necessarily involved)

Verbs of type (c) are mostly Form V, VI, and VII verbs; they typically occur as a substitute for the passive of Form II, III and I verbs respectively. Some illustrations follow; verbs that do not occur in this textbook are included here merely for purposes of illustration:

Form	Active meaning	Passive meaning
I	قَطَعَ 'to cut'	I قُطِعَ 'to be cut off' VII اِنْقَطَعَ 'to be cut; to come to an end, to end'
I	عَقَدَ 'to hold' (a meeting)	I عُقِدَ 'to be held' VII اِشْعَقَدَ 'to be held, take place'
II	طَوَّرَ 'to develop' (s. th.)	V تَطَوَّرَ 'to be developed, to evolve'
II	اَثَّرَ 'to influence'	V تَاَثَّرَ 'to be influenced'
II	زَوَّجَ 'to marry off, give in marriage'	V تَزَوَّجَ 'to be married, get married; to marry (s.o.)'
II	غَيَّرَ 'to change' (s.th.)	V تَغَيَّرَ 'to be changed, to change' (intransitive)
III	بَارَكَ 'to bless'	VI تَبَارَكَ 'to be blessed'

Remark: As a matter of translating from Arabic to English, it often makes for a smoother translation to translate an Arabic active as an English passive, especially when the Arabic subject is much longer than the object.

Example:

إِسْتَقْبَلَنِي فِي الْمَطَارِ أَحَدُ الْأَصْدِقَاءِ الَّذِينَ دَرَسْتُ مَعَهُمْ فِي أَمْرِيكَ . 'I was met at the airport by one of my friends with whom I had studied in the States.'

Verbs with two accusatives form their passive construction by making the first accusative the subject of the passive verb and leaving the second accusative unchanged. Thus:

Active:

مَنَحُوا الطَّالِبَ أَلْفَ دُولَارٍ . 'They granted the student a thousand dollars.'

Passive:

مُنِحَ الطَّالِبُ أَلْفَ دُولَارٍ . 'The student was granted a thousand dollars.'

Active:

إِنْتَخَبْنَا مُحَمَّدًا رَئِيسًا . 'We elected Muhammad president.'

Passive:

اِنْتُخِبَ مُحَمَّدٌ رَئِيسًا . 'Muhammad was elected president.'

Verb-preposition idioms form their passives as illustrated below:

Active:

بَحَثُوا عَنِ الْقَلَمِ . 'They searched for the pencil.'

Passive:

'The pencil was searched for.'
بُحِثَ عَنِ الْقَلَمِ .

In a verb-preposition idiom the goal of the action is the object of the preposition; it remains the object of the preposition in the passive construction, the verb being placed in the third masculine singular regardless of the number and gender of the goal. (A verb used thus, exclusively in the third person masculine singular, is called an impersonal verb.) Further illustrations:

'The president was welcomed warmly.'
رُحِبَ بِرَئِيسِ الْجُمْهُورِيَّةِ تَرْحِيْبًا

'Have these matters been looked into?'
هَلْ تُنْظَرُ فِي هَذِهِ الْأُمُورِ ؟

'You have been permitted (=granted permission) to go.'
لَقَدْ سُمِحَ لَكَ بِالذَّهَابِ .

Now do Drill 4.

Drill 2. (On tape) Conjugation: Perfect passive

Drill 3. (Also on tape) Conjugation: Perfect passive

a. 'He was met with a tremendous reception.'

أُسْتُقْبِلَ اسْتِقْبَالًا عَظِيمًا .

الرجل	انتما	انا
المراسلون	انتن	نحن
النساء	هم	انتم
المرأتان	هو	اقت

b. 'He was thrown out of the office.'

أُخْرِجَ مِنَ الْمَكْتَبِ .

الاولاد	نحن	انا
الرجال	هو	انتم
	هم	هما

Drill 4. (Also on tape) Transformation: Active → passive

a. 'They met the president with a tremendous reception.' → اِسْتَقْبَلُوا الرَّئِيسَ اسْتِقْبَالًا عَظِيمًا. ←

'The president was met with a tremendous reception.' اُسْتُقْبِلَ الرَّئِيسُ اسْتِقْبَالًا عَظِيمًا.

١ - اخبرني سليم بان نانسي تدرس العربية •

٢ - تركها في الدار •

٣ - شاهدكم في الشارع مساء أمس •

٤ - نشرت الجامعة كثيرا من الكتب •

٥ - انشأ الاديب هذه المجلة في النصف الاول من هذا القرن •

٦ - منعني من حضور الاجتماع •

٧ - رسموا صورة جميلة •

٨ - منحوا الاديب الفتي دولار •

b. 'The Bedouin welcomed the visitor.' → رَحَّبَ الْبَدَوِيُّ بِالزَّائِرِ. ←

'The visitor was welcomed.' رُحِّبَ بِالزَّائِرِ •

١ - بحثنا عن السلام في الشرق الاوسط •

٢ - نظرت في هذه المشكلة الصعبة •

٣ - اعتمدوا على مساعدته •

٤ - سمحتم لها بالذهاب •

3. Adjective idāfas

The phrase قَبِيحُ الْوَجْهِ means "ugly of face". This is a fairly common construction in both Arabic and English, as in "sound of limb", "fleet of foot"

and so on. In the Arabic construction the adjective and the following noun form an idāfa. The adjective, as first term, never has nunation; and the following noun, as second term, is always genitive. This noun always takes the definite article. The noun defines the applicability of the adjective: "ugly as far as the face is concerned". The adjective agrees with whatever noun it modifies in the sentence, not with the noun in the idāfa:

الرَّجُلُ قَبِيحُ الْوَجْهِ. 'The man is ugly of face.'
 الْمَرْأَةُ قَبِيحَةُ الْوَجْهِ. 'The woman is ugly of face.'

In the examples above, the adjective idāfa is functioning as a predicate adjective in an equational sentence. It may also function as the adjective in a noun-adjective phrase. If the noun in that phrase is indefinite, the adjective in the idāfa of course has no definite article:

قَابَلْتُ رَجُلًا قَبِيحَ الْوَجْهِ. 'I met a man (who was) ugly of face.'

But--and here is where an adjective idāfa differs from an ordinary idāfa--if the preceding noun is definite, the adjective has the definite article even though it is the first term of an idāfa:

قَابَلْتُ الرَّجُلَ الْقَبِيحَ الْوَجْهِ. 'I met the man (who was) ugly of face.'

Other examples of adjective idāfas are

تَحَدَّثْتُ أَمْسَ إِلَى بِنْتٍ جَمِيلَةِ الْوَجْهِ. 'Yesterday I talked to a girl with a beautiful face.'

رَشِيدٌ كَثِيرُ الْكَلَامِ. 'Rashid is garrulous (copious of speech).'

Now do Drill 5.

Drill 5. Written. Transformation: Predicate adjective → adjective idāfa

'The face of the man is ugly.' →

وجه الرجل قبيح.

'The man is ugly of face.' (= The man has an ugly face.) →

الرجل قبيح الوجه.

'The man ugly of face came.' (= The man with the ugly face came.)

حضر الرجل القبيح الوجه.

٤ - قلب الحبيب مخلص.

١ - عينا المرأة جميلتان.

٥ - نفس صديقي جميلة.

٢ - رأس الولد كبير.

٦ - أسئلة ابني كثيرة.

٣ - اذننا الهنت صغيرة.

4. The noun 'مثل' and the preposition 'ك' 'like, as'

These two forms can both often be translated into English as "like" or "as" but their usage in Arabic is slightly different:

(a) 'مثل' is a noun, and can serve independently as the first term of an idāfa, or take a pronoun suffix. Several possible translations are illustrated below.

لا يَنْجَحُ مِثْلُ هَذَا الرَّجُلِ. 'Such a man as that (or A man like that) does not succeed.'

لَمْ أَقْرَأْ مِثْلَ هَذِهِ الْقِصَصِ. 'I haven't read such stories as these.'

أَنْتُمْ مِثْلَهُمْ. 'You are like them.'

The 'مثل' constructions described above may follow another noun, in which case 'مثل' is in apposition with that noun (agrees with it in case) and is usually translated "like".

أَرَسَمْتُ لِي صُورَةً مِثْلَ صُورَةِ هَذَا الرَّجُلِ .	'Draw me a picture like the image of this man.'
حَصَلْتُ عَلَى صُورَةٍ مِثْلَ صُورَةِ هَذَا الرَّجُلِ .	'She obtained a picture like the image of this man.'

Finally, the accusative form **مِثْلَ** may introduce an adverbial phrase modifying a verb (used this way it acts like a preposition):

يَتَكَلَّمُ الْعَرَبِيَّةَ مِثْلَ أَجْنَبِيٍّ .	'He speaks Arabic like a foreigner.'
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(b) The particle **كَ** is a preposition, followed by a noun in the genitive case. Unlike most prepositions, it does not take pronoun suffixes. In some contexts it is interchangeable with **مِثْلَ** and may be translated similarly:

هَلْ الْحَيَاةُ فِي الشَّرْقِ الْأَوْسَطِ كَالْحَيَاةِ فِي امْرِيكَ ؟ = هَلْ الْحَيَاةُ فِي الشَّرْقِ الْأَوْسَطِ مِثْلَ الْحَيَاةِ فِي امْرِيكَ ؟	'Is life in the Middle East like life in America?'
= تَحَدَّثَ إِلَيَّ كَالْوَالِدِ . تَحَدَّثَ إِلَيَّ مِثْلَ الْوَالِدِ .	'He talked to me like a father.'

In addition, **كَ** has the special meaning "as" in the sense of "in the capacity of", for example:

مَا رَأْيُكَ كَمُسْتَشْرِقٍ فِي هَذَا الْمَوْضِعِ ؟	'What is your opinion as an orientalist on this subject?'
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(c) Both **مِثْلَ** and **كَ** may have as their object a clause introduced by **مَا** (see 23.C.3). The combinations **مِثْلَمَا** and **كَمَا** are equivalent to the English conjunction "as":

أُنْتُخِبَ الرَّئِيسُ هُنَا مِثْلَمَا أُنتُخِبَ هُنَاكَ .	'The president was elected here as (the way that) he was elected there.'
إِفْعَلْ كَمَا تُحِبُّ .	'Do as you like.'

In addition, كَمَا may be translated "and also":

تَحَدَّثَ عَنْ حَيَاةِ الْجَاهِزِ كَمَا ذَكَرَ إِنتَاجَهُ الْعَظِيمَ .	'He spoke about the life of Al-Jāhiz, and also mentioned his prodigious literary output.'
------------------------------------------------------------------------	-------------------------------------------------------------------------------------------

كَ may also be followed by an أَنَّ -clause (see 19.C.2); the combination كَانَ has the meanings "as if, as though, it is as if...":

يَتَكَلَّمُ الْعَرَبِيَّةَ كَأَنَّهُ أَجْنَبِيٌّ .	'He speaks Arabic as though he were a foreigner.'
يَتَصَرَّفُ كَأَنَّهُ مُدِيرُ الْبَنْكِ .	'He behaves as though he were the bank director.'
نَظَرَ إِلَيَّ كَأَنَّهُ يَعْرِفُنِي .	'He looked at me as though he knew me.'

5. Verbs of arriving with accusative object

The verb وَصَلَ 'to arrive' is normally used with the preposition إِلَى before a noun of place, e.g.

وَصَلُوا أَمْسَ إِلَى بَغْدَادَ .	'They arrived yesterday in Baghdad.'
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In the following sentence, however, وَصَلَ is used with an accusative object and is translated differently into English:

وَصَلَتْني رِسَالَةٌ هَامَّةٌ الْيَوْمَ .	'I received an important letter today.' (Lit.. "An important letter reached me today.")
-------------------------------------------	--------------------------------------------------------------------------------------------

In this construction, the verb is translated as "to receive", but the subject

of the Arabic sentence becomes the object of the English sentence, and the Arabic object becomes the English subject. This construction is true of a few other verbs meaning "to arrive" or "to come", such as جاء 'to come' which will be introduced in Lesson 31. Further illustrations:

هل وصلك الكتاب الجديد؟	'Have you received the new book?'
كتبه التي وصلتنا ليست أكثر من ثلاثين.	'His books which have come down to us (or 'which we have received') are no more than thirty.'

6. Idāfas with both members modified

In lesson 12.C.4. idāfas with both members modified are described; an example from that discussion is:

المصري	الجريدة	البيروتية	المراسل	'The Egyptian correspondent of the Beirut newspaper'
A ₁	A ₂	N ₂	N ₁	

In such a construction, the adjective A₂ modifies the noun N₂, and A₁ modifies N₁. Since the lines of modification are awkward in such an idāfa, the idāfa is often replaced by two noun-adjective phrases joined by ل 'of'.

المراسل المصري للجريدة البيروتية	'the Egyptian correspondent of the Beirut newspaper'
البناء الجديد للمتحف الوطني	'the new building of the national museum'
المؤتمر القادم للحزب الجمهوري	'the next convention of the Republican Party'

D. Comprehension passage

د - نصوص للفهم

1. Read the following passage and then do Drill 6 which is based on it.

البصرة مدينة بناها قائد عربي في النصف الاول من القرن السابع
he built الميلادي ، واصبحت مدينة تجارية هامة .

وفي القرون الوسطى عرفت في العراق مدرستان لغويتان كانت
Middle Ages

احدهما في البصرة . ومن اللغويين الذين انتجتهم مدرسة البصرة ،

الخليل بن أحمد الذي كتب " كتاب العين " واستنبط قواعد الشعر العربي
extracted, discovered the letter ع

ومنهم كذلك سيهويه الذي كتب عن قواعد اللغة العربية كتابا طويلا

عرف باسم " الكتاب " ولا يزال العرب يعجبون هذين الرجلين من اعظم

اللغويين . وكانت المدرسة اللغوية الاخرى في الكوفة .
Kufa

عرفت البصرة في القرون الوسطى نهضة فكرية عظيمة من اهم

رجالها واصل بن عطاء والنظام ، وعرفت نهضة ادبية من اهم رجالها ابو

نواس والجاحظ .

والبصرة اليوم ثالثة المدن العراقية في الاهمية ، فقد اصحت

منطقة تجارية وصناعية مشهورة .

Drill 6. Written. Question/Answer

أسئلة

- ١ - أين مدينة البصرة ؟
- ٢ - ما المدرستان اللغويتان المشهورتان في العراق ؟
- ٣ - هل سمعت عن سيهويه قبل اليوم ؟ والخليل بن احمد ؟ ماذا تعرف عنهما الآن ؟
- ٤ - هل البصرة اليوم اهم المدن العراقية ؟
- ٥ - ما اهمية البصرة اليوم ؟

2. Listen to the passage on tape and then do Drill 7. (Note: the word جَلَسَ means "to sit")

Drill 7. Written. Question/Answer

- ١ - لماذا كان السيد فرانك وليامز يذهب الى القاهرة كل عام ؟
- ٢ - ما هي الصور المصرية التي كانت في بيت السيد وليامز ؟
- ٣ - لماذا منع السيد وليامز من اخذ صور في متحف القاهرة ؟
- ٤ - كيف حصل السيد وليامز على الصور ؟
- ٥ - ماذا فعل مدير المتحف لما شاهد الصور التي رسمها السيد وليامز ؟

E. General drills

التمارين العامة

Drill 8. Transformation: Affirmative → negative

- ١ - النساء ذهبن الى السينما ليلة امس .
- ٢ - له علاقة بالموضوع الذي سنتحدث عنه في الاجتماع .
- ٣ - بعلمك في منطقة شرق لبنان .
- ٤ - يرغب فرانك في ان يرسل سليم .
- ٥ - سأشاركه في عمله .
- ٦ - الصناعة في السعودية مختلفة عن الصناعة في الكويت .
- ٧ - سيذهبون مساء الغد في الساعة الثامنة .
- ٨ - انقطعت الرسائل بعد عام واحد .
- ٩ - الحلول التي قدمها بشأن هذه المشكلة سهلة .

Drill 9. Written. Combination: Elative

Combine each pair of sentences below, as shown :

- 'The man is ugly. His son is ugly.' → الرجل قبيح . ابنه قبيح . ←
- 'The man is ugly, but his son is (even) uglier than he is.' → الرجل قبيح ولكن ابنه اقبح منه .

- ١ - حل هذه المشكلة صعب . حل تلك المشكلة صعب .
- ٢ - اخوك صغير . اخي صغير .

- ٣ - قناة بناما طويلة • قناة السويس طويلة •
 ٤ - قصتي غريبة • قصتها غريبة •
 ٥ - مدة اقامتهم قصيرة • مدة اقامتنا قصيرة •
 ٦ - شعره جميل • شعرها جميل •
 ٧ - اهتمامك بهذا الامر كبير • اهتمامي به كبير •
 ٨ - المرأة سعيدة • ابنتها سعيدة •

Drill 10. Written. Review: Verb Forms

Fill in the blanks in the chart below, vowelling all words completely.

	<u>Active Participle</u>	<u>Verbal N.</u>	<u>(Perfect)</u> <u>Passive</u>	<u>(Perfect)</u> <u>Active</u>	<u>Meaning</u>
Ex.	دارِسٌ	دِرَاسَةٌ	دُرِسَ	دَرَسَ	to study
	حَاكِمٌ عَلَى				
		المَحَافِظَةُ عَلَى			
				مَنَحَ	
		اِكْرَامٌ			
			حَمَلَ		
	مُسْتَقْبَلٌ				
		تَخْرِيجٌ			
				تَنَاولَ	
					to translate

Drill 11. Written. Translation: English → Arabic

1. The American Secretary of State arrived last night bearing important

letters.

2. He took his beloved by the hand, laughing.
3. That ruler was known for being (بأنه) ugly ("ugly of face").
4. What's the name of the boy with the beautiful eyes ("the handsome of eyes")?
5. Are you certain he will be able to translate such a difficult article?

Drill 12. Oral practice: Sentence completion.

The first student completes one of the sentences below, addressing it to a fellow student, who must answer it.

- | | |
|-----------------------|---------------------------|
| ٧ - ما اسم _____ ؟ | ١ - هل انت _____ ؟ |
| ٨ - كم _____ ؟ | ٢ - لماذا ذهبت _____ ؟ |
| ٩ - اليس _____ ؟ | ٣ - من الرجل الذي _____ ؟ |
| ١٠ - هل لك _____ ؟ | ٤ - اين _____ ؟ |
| ١١ - هل جميع _____ ؟ | ٥ - اهذا _____ ؟ |
| ١٢ - هل يتطلب _____ ؟ | ٦ - ماذا _____ ؟ |

Drill 13. Written. Vocabulary

Fill in the blanks choosing from among the words listed , making any necessary changes.

ولاية ، مصنع ، سنوي ، تحقيق ، صباحا ، المؤتمر ، يهذل ، حفر ،
يترك ، القومية ، المحافظة على ، شر ، فم ، حقوق ، مدة ، يتمكن من ،
تم ، مسافة ، يفكر ، تأثر ، سمح ، حكم ، انقطعت ، خدم

- ١ - _____ المهندس بلاده عندما ساعد على _____ القناة .
- ٢ - _____ سينعقد _____ للحزب في _____ كالفورنيا .
- ٣ - _____ عمال هذا _____ الكهير جهودا عظيمة للحصول على حقوقهم .

- ٤ - ————— جيراننا المدينة غدا ————— .
- ٥ - تربط هذه الحكومة بين ————— والمحافظة على حقوق الشعب .
- ٦ - انتشرت هذه المجلة الاسلامية ————— طويلة .
- ٧ - سافر " السندباد " ————— بعيدة قبل ان ————— الاقامة في مكان واحد .
- ٨ - لن ————— له الحكومة بان يعمل كطبيب قبل ان يحصل على الشهادة .
- ٩ - ————— القائد الهلد سنوات و ————— بالحياة الشعبية تأثرا عظيما .
- ١٠ - اخذ يفكر كثيرا ب ————— السلام في داخل الهلاد وخارجها .
- ١٢ - تراسلا مدة طويلة ثم ————— الرسائل بينهما .
- ١٣ - هل ————— بناء السد العالي في مدة قصيرة ؟
- ١٤ - قاوموا ————— بالخير .

الفصحى والعامية

العربية المستخدمة اليوم في العالم العربي تشمل اللغة الفصحى
واللهجات العامية . الفصحى هي لغة القرآن وانتاج الادباء العرب من
بداية تاريخهم الادبي . وهي لا تزال الى اليوم اللغة المستخدمة في
المجلات والجرائد والكتب والمحاضرات ونشرات الاخبار وفي المُناسبات occasions
الرسمية وغيرها . أما اللهجات العامية فتستخدم للتخاطب في الحياة conversation
اليومية ، فهي تستخدم مثلاً في البيت والشارع .

لقد تطوّرت الفصحى والعامية خلال تاريخهما الطويل تطوّراً كبيراً ،
فالفصحى قد تطوّرت في مفرداتها وأصاليها واصبحت ما يعرف عند البعض
بالعربية المعاصرة ، ولكن قواعدها لا تختلف عن القواعد المتبعة في
القرآن والادب العربي القديم عامة . أما العامية فقد تغيّرت لهجاتها
وأشكالها القديمة واصبحت تختلف من بلد الى آخر اختلافاً كبيراً : its forms
فاللهجة المصرية مثلاً تختلف عن اللهجة العراقية ، واللهجة اللبنانية
تختلف عن اللهجة التونسية ، بل ان اللهجات تختلف في الدولة الواحدة
فلهجة القاهرة تختلف عن لهجة الاسكندرية ، وهما تختلفان عن لهجة
أسوان .

وكثير من الادباء العرب المعاصرين يكتبون القصّة بالفصحى ، لكن
البعض يفضلون كتابة الحوار بالعامية . dialogue
ومن المتفق عليه ان اللغة العربية هي الرابطة اللغوية التي تربط
بلاد العالم العربي المعاصر .

أسئلة

- ١ - ماذا تشمل العربية المستخدمة اليوم في العالم العربي ؟
- ٢ - ماهي الفصحى ؟
- ٣ - كيف تستخدم اللغة الفصحى اليوم ؟
- ٤ - كيف تستخدم اللهجات العامية ؟
- ٥ - بأيّ اسم أصبحت الفصحى تعرف عند البعض ؟
- ٦ - هل تطوّرت الفصحى ؟ والعامية ؟
- ٧ - هل تختلف العامية من بلد الى آخر ؟
- ٨ - هل للغة العربية اهمية سياسية ؟
- ٩ - كيف تكتب القصة العربية اليوم ؟

A. Basic text

Classical and Colloquial Arabic

The Arabic used today in the Arab world includes Classical Arabic and the colloquial dialects. Classical Arabic is the language of the Qur'an and of the production of Arab authors since the beginning of their literary history. And up until today it is still the language used in magazines, newspapers, books, lectures, news bulletins, on official occasions, and so on. As for the colloquial dialects, they are used for conversation in daily life; they are used, for example, at home and on the street.

Classical and colloquial Arabic have developed considerably during their long history. Classical has developed in its vocabulary and style, and has become what is known among some as contemporary Arabic. But its rules of grammar do not differ in general from the rules followed in the Qur'an and ancient Arabic literature. As for colloquial, its ancient dialects and forms have changed, and they have come to differ greatly from one country to another. Thus, the Egyptian colloquial, for example, differs from the Iraqi, and the Lebanese

from the Tunisian. Indeed, the colloquials vary within the same country; thus, the Cairo dialect differs from the Alexandria dialect, and both differ from the Aswan dialect.

Many modern Arab writers write short stories in Standard Arabic, but some prefer to write the dialogue in the colloquial.

It is agreed that the Arabic language is the linguistic tie which binds together the countries of the contemporary Arab world.

B. Vocabulary

ب - المفردات

الْفُصْحَى	Classical ("Literary" or "Standard") Arabic
الْعَامِيَّةُ	colloquial Arabic
عَامِيٌّ	common, popular; colloquial
مُسْتَعْدَمٌ - وَن	used
لَهْجَةٌ - لَهْجَاتٌ	dialect
الْقُرْآنُ	the Qur`ān
نَشْرَةٌ - نَشْرَاتٌ	report, bulletin, broadcast
رَسْمِيٌّ	official; formal
أَمَّا ... فَ	as for...
تُسْتَعْدَمُ	(f.s. passive) it is used
مَثَلًا	for example
خِلَالَ	during
مُفْرَدَاتٌ	(p.) vocabulary items, vocabulary
أُسْلُوبٌ - أُسَالِيبُ	style
مَا	that which, what (relative pronoun)
عِنْدَ	in the opinion of, in the view of
عَاصِرٌ ، مُعَاصِرَةٌ	III to be contemporary (to)
مُتَّبِعٌ - وَن	followed, observed, adhered to
عَامَّةً	generally
تَغَيَّرَ ، تَغَيَّرَ	V to change (intrans.), evolve, develop
فَضَّلَ ، تَفَضَّلَ عَلَى	II to prefer (s.th.) to

مِنَ الْمُتَّفَقِ عَلَيْهِ أَنَّ it is agreed upon that...
رَابِطَةٌ - رَوَابِطُ bond, link; league, society

C. Grammar and drills

ج - القواعد والتمارين

1. Topic and comment: ... فَا ... أَمَّا
2. Passive voice: Imperfect tense
3. Passive participles
4. The indefinite relative pronouns مَنْ and مَا

1. Topic and comment: ... فَا ... أَمَّا

أَمَّا 'as for' is used to focus attention on a given item; in the sentence

أَمَّا اللَّهَجَاتُ الْعَامِيَّةُ فَهِيَ لُغَةٌ
الْتَّخَاطُبِ. 'As for the colloquial dialects, they
are the language of conversation.'

أَمَّا introduces the central topic of discussion: the colloquial dialects (as opposed to the literary language, which was the subject of discussion up to this point). فَا then introduces a statement, or comment, about that topic, namely that the dialects are used in conversation; this فَا is not translated into English. The topic-comment construction is very common in Arabic.

In general, any noun in a sentence (subject, object of verb, object of preposition) can have special attention focused on it by means of the ... أَمَّا

فَا topic-comment construction. The noun to be highlighted as topic is placed (in the nominative case) after أَمَّا and is replaced in its original position in the sentence by a pronoun agreeing with it. فَا is then put before the comment (the sentence itself). Thus:

(1) Original sentence:

الْجَامِعَةُ تَعْتَمِدُ عَلَى الْمُدْرَسِينَ كُلِّهِ
الْإِعْتِمَادِ. 'The university is completely dependent
upon the teachers.'

(2) Topic:

أَمَّا الْمُدَرِّسُونَ 'as for the teachers'

(3) Topic replaced by pronoun:

الْجَامِعَةُ تَعْتَمِدُ عَلَيْهِمْ كُلُّ الْإِعْتِمَادِ . 'The university is completely dependent upon them.'

(4) فَ introduced before comment sentence:

فَالْجَامِعَةُ تَعْتَمِدُ عَلَيْهِمْ كُلُّ الْإِعْتِمَادِ . 'The university is completely dependent upon them.'

(5) Topic-comment sentence:

أَمَّا الْمُدَرِّسُونَ ، فَالْجَامِعَةُ تَعْتَمِدُ عَلَيْهِمْ كُلُّ الْإِعْتِمَادِ . 'As for the teachers, the university is completely dependent upon them.'

If the substitute pronoun is the subject in a verbal sentence, it is usually omitted. The subject of the verbal sentence

لَمْ تَتَغَيَّرْ أَشْكَالُ الْفُصْحَى تَغَيَّرًا كَبِيرًا . 'The forms of the fushā have not changed greatly.'

is made a topic as follows:

أَمَّا أَشْكَالُ الْفُصْحَى فَلَمْ تَتَغَيَّرْ تَغَيَّرًا كَبِيرًا . 'As for the forms of the fushā, they have not changed greatly.'

In this sentence the substitute pronoun هِيَ 'they' has been omitted, since the verb لَمْ تَتَغَيَّرْ means 'they have not changed.' Finally, if the verb following فَ in the comment is the perfect tense, قَدْ is inserted before it:

أَمَّا اللَّهَجَاتُ فَقَدْ أَصَحَّتْ تَخْتَلِفُ مِنْ بَلَدٍ إِلَى آخَرَ . 'As for the dialects, they came to differ from one country to another.'

Other examples:

يوسفُ كاتبٌ مشهورٌ . أمّا لطفي فلا أعرفه .	'Yusuf is a famous writer. As for Lutfi, I do not know him.'
أمّا المدينةُ فالحياةُ فيها لا تُعجبُ العاملَ .	'As for the city, life in it is not to the workingman's liking.'
والدي من العراق . أمّا والدتي فهي من عُمان .	'My father is from Iraq. As for my mother, she is from Oman.'

The independent pronoun following **فَ** may also be omitted in an equational sentence if it is followed by an indefinite predicate:

أمّا والدتهُ فسوريةٌ .	'As for his mother, she is Syrian.'
------------------------	-------------------------------------

Omission of **أمّا** and **فَ**. Once a topic-comment sentence has been formed, it is a very common practice to omit the words **أمّا** and **فَ**, with no other changes. Thus:

أمّا هذا الأسلوبُ فنعتبره جميلًا جدًا .	'As for this style, we consider it most beautiful.'
هذا الأسلوبُ نعتبره جميلًا جدًا .	'This style we consider most beautiful.'

In case of a topic-comment sentence after **أَنَّ**, the omission of the words **أمّا** and **فَ** is obligatory; illustration:

أمّا هذه الفكرةُ فلا يعرفها العربُ .	'As for this concept, the Arabs do not know it.'
ومن المعروف أن هذه الفكرةَ لا يعرفها العربُ .	'And it is known that this concept is not known to the Arabs.'

Now do Drills 1, 2, and 3.

Drill 1. Written. Recognition and composition: Topic-comment construction

In the following sentences underline the topic once and the comment twice; then write a meaningful sentence in regular (non-topic comment) word order

which can precede أما. Ex.

أما حياة المدينة فلا تعجب البدوي. ←
'As for city life, the Bedouin does not like it.' →

حياة الصحراء تعجب البدوي، أما حياة المدينة فلا تعجب البدوي.
'The Bedouin likes desert life. As for life in the city, the Bedouin does not like it.'

- ١ - أما الجمع بين البيت والعمل فأمر صعب جداً .
- ٢ - أما البصرة فهي المدينة التي ولد فيها الجاحظ .
- ٣ - أما الفصحى فيستخدمها العرب في الصحف والكتب ونشرات الاخبار .
- ٤ - أما الشعب المصري فيعتمد على مياه النيل .
- ٥ - أما صديقي التونسي فقد ارسل اليّ هذه الرسالة .
- ٦ - أما هذه المشكلة فتتطلب التعاون بين الحكومات العربية .
- ٧ - أما الحكومات العربية فسوف تتعاون .
- ٨ - أما الجاحظ فولد في البصرة .
- ٩ - أما هذه الرسالة فقد ارسلها الى صديق تونسيّ .

Drill 2. (Also on tape) Transformation: Topic-comment

a. Ex.

'Colloquial is the language of speech. Classical is the language of writing.'

'Colloquial is the language of speech; as for classical, it is the language of writing.'

← { العامية هي لغة التكلم .
الفصحى لغة الكتابة .

العامية هي لغة التكلم ، أما الفصحى فهي لغة الكتابة .

- ١ - أسلوبك جميل . أسلوبه ليس جميلاً .
- ٢ - هذه القصة طويلة . تلك قصيرة .
- ٣ - انا ساكن في هذه المدينة . صديقي ساكن في مدينة اخرى .
- ٤ - اخي طالب في الجامعة . والدي عامل في مصنع .
- ٥ - السيد فريد مهندس . السيدة كريمة استاذة .

b. Ex.

'The writer wrote many books.'

'The reporter wrote only articles.'

'The writer wrote many books; as for the reporter, he wrote only articles.'

} → ← { كتب الاديب كتباً كثيرة •
كتب المراسل مقالات فقط •

كتب الاديب كتباً كثيرة • أمّا المراسل
فقد كتب مقالات فقط •

- ١ - تغيرت قواعد اللهجات العامية • لم تتغير قواعد الفصحى تغيراً كبيراً •
- ٢ - ولد نجيب في القاهرة • ولد أحمد في الرياض •
- ٣ - عرف طارقُ بنُ زياد بفتحهِ الأندلس • عرف عمروُ بنُ العاص بفتح مصر •
- ٤ - قرر علي الرجوع الى الخرطوم • قررت سوزان الإقامة في لندن •
- ٥ - أدرس العلوم السياسية • يدرس صديقي التجارة •

Drill 3. Transformation: Topic-comment

'In this library there are Arabic books. In the other library there are European books.'

← { في هذه المكتبة كتب عربية •
في المكتبة الأخرى كتب أوربية •

'In this library there are Arabic books; as for the other library, there are European books in it.'

في هذه المكتبة كتب عربية

أما المكتبة الأخرى ففيها كتب أوربية •

- ١ - في السويس مصانع كثيرة • ليس في الاسكندرية مصانع كثيرة •
- ٢ - لي سيارة • ليس لصديقي سيارة •
- ٣ - استمعت الى نشرة الاخبار • لم استمع الى المحاضرة •
- ٤ - أخبرني بحصوله على الهكالوريوس • لم يخبرني بحصوله على شهادة الماجستير •
- ٥ - أحمد صديقي المخلص • لا اعتمد على نجيب •
- ٦ - تأثر الشعر العربي بالحياة البدوية • تأثر بالادب الاوربي كذلك •

2. Passive Voice: Imperfect tense

a. Forms

The essence of the vowel pattern for passive voice in the perfect tense

is u - i (see Lesson 29. C.2). The vowel pattern for the imperfect is basically u - a: the vowel of the subject-marker prefix is u in all verb Forms, and all the following vowels of the stem are a (or aa). The active-passive contrast in the imperfect indicative is illustrated below using 'استقبل' 'to receive, meet' (a visitor or guest):

Form X	Active Voice	Passive Voice
Pattern	yastaFMiL- 'يَسْتَقْبِلُ' 'he meets'	yustaFMaL- 'يُسْتَقْبَلُ' 'he is met'

There are passive forms of the indicative, subjunctive and the jussive, but not of the imperative. The passive conjugation of imperfect verbs is illustrated in the table below.

'اُسْتَقْبِلُ' 'to be received, welcomed'

	Indicative	Subjunctive	Jussive
3 MS	'يَسْتَقْبِلُ'	'يَسْتَقْبِلُ'	'يُسْتَقْبَلُ'
FS	'تُسْتَقْبَلُ'	'تُسْتَقْبَلُ'	'تُسْتَقْبَلُ'
2 MS	'تُسْتَقْبِلُ'	'تُسْتَقْبِلُ'	'تُسْتَقْبَلُ'
FS	'تُسْتَقْبِلِينَ'	'تُسْتَقْبِلِي'	'تُسْتَقْبَلِي'
1 S	'اُسْتَقْبِلُ'	'اُسْتَقْبِلُ'	'اُسْتَقْبَلُ'
3 MD	'يُسْتَقْبِلَانِ'	'يُسْتَقْبِلَا'	'يُسْتَقْبَلَا'
FD	'تُسْتَقْبِلَانِ'	'تُسْتَقْبِلَا'	'تُسْتَقْبَلَا'
2 D	'تُسْتَقْبِلَانِ'	'تُسْتَقْبِلَا'	'تُسْتَقْبَلَا'
3 MP	'يُسْتَقْبِلُونَ'	'يُسْتَقْبِلُوا'	'يُسْتَقْبَلُوا'
FP	'يُسْتَقْبِلْنَ'	'يُسْتَقْبِلْنَ'	'يُسْتَقْبَلْنَ'
2 MP	'تُسْتَقْبِلُونَ'	'تُسْتَقْبِلُوا'	'تُسْتَقْبَلُوا'
FP	'تُسْتَقْبِلْنَ'	'تُسْتَقْبِلْنَ'	'تُسْتَقْبَلْنَ'
1 P	'نُسْتَقْبِلُ'	'نُسْتَقْبِلُ'	'نُسْتَقْبَلُ'

The passive imperfect of the derived verb Forms is illustrated below:

Form	Active	Passive	Passive Pattern
I	يَمْنَحُ 'he grants'	يُمْنَحُ 'he is granted'	yuFMaL-
II	يُعَيِّنُ 'he appoints'	يُعَيَّنُ 'he is appointed'	yuFaMMaL-
III	يُشَاهِدُ 'he sees'	يُشَاهَدُ 'he is seen'	yuFaaMaL-
IV	يُرْسِلُ 'he sends'	يُرْسَلُ 'he is sent'	yuFMaL-
V		rare	yutaFaMMaL-
VI		rare	yutaFaaMaL-
VII		none	
VIII	يُعْتَبِرُ 'he considers'	يُعْتَبَرُ 'he is considered'	yuFtaMaL-
IX		none	
X	يَسْتَقْبِلُ 'he meets'	يُسْتَقْبَلُ 'he is met'	yustaFMaL-
QI	يُتَرْجِمُ 'he translates'	يُتَرْجَمُ 'it is translated'	yuFaSTaL-
QII		rare	yutaFaSTaL-

Now do Drill 4. (On tape) Conjugation: Imperfect passive.

b. Usage. The imperfect passive is subject to the same rules of usage as the perfect passive. Examples:

• سَيُدرَسُ ذَلِكَ الْمَوْضُوعُ قَرِيبًا .	'That subject will be studied soon.'
أَمَّا السَّيِّدُ نَجِيبٌ فَيُعْتَبَرُ مُعَلِّمًا عَظِيمًا .	'As for Mr. Najib, he is considered a great teacher.'
• لَمْ يُسَمَحْ بِذَهَابِكَ يَا سَلِيمُ .	'You have not been permitted (granted permission) to go, Salim.'

c. Potential meaning of the passive. The imperfect passive of the verb sometimes has potential meaning--that is, that a given act is possible. Consider the sentence:

• لَمْ نَعْلَمْ شَيْئًا يُذَكِّرُ .	'We did not learn anything worth mentioning.'
-------------------------------------	-----------------------------------------------

The noun **شيئاً** and its indefinite relative clause **يُذَكَّرُ** can be translated literally as "a thing that will be mentioned," which means "a thing to be mentioned" or, more idiomatically, "mentionable, remarkable, worth mentioning".
Now do Drills 5, 6 and 7.

Drill 5. (Also on tape) Transformation: Active → passive imperfect

'The ministers expend great efforts
in solving the problems.' → **يهذل الوزراء جهوداً كبيرة في
حل المشكلات . ←**

'Great efforts are expended to solve
the problems.' → **تهذل جهود كبيرة في حل المشكلات .**

- ١ - ستنتج المصانع سيارات كثيرة كل سنة .
- ٢ - يعتز به اصدقاؤه مفكراً عظيماً .
- ٣ - سيحمل الوزير رسالة الى الرئيس الامريكى .
- ٤ - سيرسل اليّ رسالة هامة .
- ٥ - سنؤجل الاجتماع الى الشهر القادم .
- ٦ - سيستقبلنا الوزير في مطار القاهرة .
- ٧ - جميع المصريين يحترمون نجيب محفوظ احتراماً كبيراً .
- ٨ - سيكرم الهدوى الزوار اكراماً عظيماً .
- ٩ - ستنشر الادبية الكتاب الجديد في بيروت .
- ١٠ - سيجعل الفصحى لغة الكلام في كل كتبه .

Drill 6. Transformation: Passive perfect → passive imperfect

Translate the transformed sentences. **Ex.**

أ : منعه الحكومة من ترك البلد .
'The government forbade him to leave
the country.' → **←**

ط ١ : هل مُنِع من ترك البلد ؟
'Was he forbidden to leave the country?'

ط ٢ : لا، لم يُمنع من ترك البلد .
'No, he was not forbidden to leave the
country.'

- ١ - عقد الوزراء الاجتماع اليوم .
- ٢ - طلب الاستاذ منه ان يقرأ الكتاب .
- ٣ - ذكر الكاتب ان الجاحظ كان قبيح الوجه .

- ٤ - أخذت الهاتف الصغيرة الصورة .
- ٥ - ترجم المستشرقون كتب الاديب الى لغات اوربية كثيرة .
- ٦ - اخرجهم المدير من مكتبه .
- ٧ - عرف المراسل ان المشكلة صعبة .
- ٨ - قاوم الشعب سياسة الحكومة .
- ٩ - سمحت الحكومة بعقد المؤتمر في مدينة واشنطن .
- ١٠ - اصدرت الجامعة كتابين جديدين عن الفن .

Drill 7. (Also on tape) Transformation: Active → passive imperfect (sub-junctive)

'The professor will permit you to leave.' →

سوف يسمح لك الاستاذ بالانصراف . ←

'You will not be permitted to leave.'

لن يسمح لك بالانصراف .

- ١ - سوف يحفرون القناة هذا العام .
- ٢ - سوف يفتح القائد بلادا اخرى .
- ٣ - سوف ينتخب الشعب هذين المرشحين .
- ٤ - سوف يترك عائلته في تونس .
- ٥ - سوف تعينه الوزارة استاذنا جامعيا .

3. Passive participles

a. Form

There is one rule for the formation of Form I passive participles and another rule for all derived Form passive participles.

(1) Form I passive participles. The pattern is maFMuul-. Some examples are:

Verb	Active Participle	Passive Participle
دَرَسَ 'to study'	دَارِسٌ 'having studied'	مَدْرُوسٌ 'having been studied, studied'
قَرَأَ 'to read'	قَارِئٌ 'having read'	مَقْرُوءٌ '(having been)read'
فَعَلَ 'to do, make'	فَاعِلٌ 'having made'	مَفْعُولٌ '(having been)made'

سَكَنَ 'to live, dwell'	سَاكِنٌ 'living'	مَسْكُونٌ 'dwelled in, inhabited'
سَمِعَ 'to hear'	سَامِعٌ 'hearing'	مَسْمُوعٌ 'heard'
حَكَّمَ 'to govern'	حَاكِمٌ 'ruling'	مَحْكُومٌ 'governed'

(2) Derived Form Passive Participles

The passive participles of derived Forms are formed by changing the stem vowel i of the active participle to a. The chart below shows both the active and the passive participles of Form I and of the derived Forms.

Form	Active Participle	Passive Participle	Pass. Part. Pattern
I	دَارِسٌ 'having studied'	مَدْرُوسٌ '(having been) studied'	maFMuuL-
II	مُقَدِّمٌ 'presenting'	مُقَدَّمٌ 'presented'	muFaMMaL-
III	مُطَالِبٌ 'demanding'	مُطَالَبٌ 'required' (to do s.th.)	muFaaMaL-
IV	مُرْسِلٌ 'sending'	مُرْسَلٌ 'sent'	muFMaL-
V	rare		mutaFaMMaL-
VI	rare		mutaFaaMaL-
VII	none		
VIII	مُعْتَبِرٌ 'considering'	مُعْتَبَرٌ '(is) considered'	muFtaMaL-
IX	none		
X	مُسْتَخْدِمٌ 'using'	مُسْتَخْدَمٌ 'used'	mustaFMaL-
QI	مُتَرْجِمٌ 'translating'	مُتَرْجَمٌ 'translated'	muFaSTaL-
QII	rare		mutaFaSTaL-

Now do Drill 8. (On tape) Active and passive participles.

b. Meaning and usage

The basic meaning of the passive participle is "undergoing or having undergone (the action denoted by the verb)"; the English equivalent is the past

participle of a transitive verb, e.g.

الْمَقَالَةُ الْمَنْشُورَةُ 'the published article'

The passive participle is equivalent in meaning to a relative clause with a passive verb; the equivalent of the preceding sentence is

الْمَقَالَةُ الَّتِي نُشِرَتْ 'the article which was (has been) published'

Indeed, it is often preferable to translate a passive participle as a relative clause:

الْمَقَالَةُ الْمَنْشُورَةُ فِي مَجَلَّةِ "الْهَيْلَالِ" قَبْلَ ثَلَاثَةِ أَشْهُرٍ 'the article that was published in Al-Hilal magazine three months back'

The impersonal passive participle is a passive participle used only in its masculine singular form. It occurs in verb-preposition idioms, as well as for other verbs whose object is introduced by a preposition; thus:

Passive Verb:

مَا أَصْنََاءُ كُتِبِ التَّارِيخِ الَّتِي بُحِثَ عَنْهَا؟ 'What are the names of the history books that were searched for?'

Passive Participle:

مَا أَصْنََاءُ كُتِبِ التَّارِيخِ الْمُبْحُوثِ 'What are the names of the history books that were searched for?'

Note, as in this sentence, the impersonal participle in a noun-adjective phrase agrees in case with its noun.

تَعْتَبِرُهُ الْحُكُومَةُ رَجُلًا غَيْرَ مَرْغُوبٍ فِيهِ 'The government considers him an undesirable man.'

Another common use of the impersonal participle is in the construction

مِنْ أَلِ (participle) أَنْ ...

which means "one of the things which (participle) is that...", or "it is (participle) that..."; the predicate is a prepositional phrase with ^{مِنْ} ^{أَنَّ} or ^{أَنَّ} -^{أَنَّ} and a definite participle or adjective and the subject is an ^{أَنَّ} or ^{أَنَّ} -^{أَنَّ} clause. Example:

مِنْ الْمَعْرُوفِ أَنَّ الْجَاهِظَ كَانَ قَبِيحَ الْوَجْهِ إِلَى أَبْعَدِ حَدٍّ .	'It is known that Al-Jāhiz was extremely ugly.'
مِنْ الْمُتَّفَقِ عَلَيْهِ أَنَّ الْعَرَبِيَّةَ هِيَ مِنْ اللُّغَاتِ الْهَامَّةِ فِي الْعَالَمِ .	'It is agreed that Arabic is one of the important languages of the world.'
مِنْ الْوَاجِبِ أَنْ تَحْضُرَ الْمُحَاضَرَةَ .	'It is necessary for you to attend the lecture.'

Notice that the pronoun object of the preposition in such an impersonal verb-preposition idiom is always masculine singular.

Potential meaning of the passive participle. Like the imperfect passive of the verb, some Form I participles may have potential meaning, in which case they can often be rendered by an adjective ending in -able or -ible. Thus:

مَقْرُوءٌ	'read; readable'
مَأْكُولٌ	'eaten; edible'
مَسْمُوحٌ	'permitted; permissible'
مَسْمُوعٌ	'heard; audible, perceptible'
مَحْمُولٌ	'carried; bearable'
مَسْئُولٌ	'asked; responsible' ('for' عَنْ)
مَرْغُوبٌ فِيهِ	'desired; desirable'

Now do Drills 9 (on tape), 10 and 11.

Drill 9. (On tape) Passive verb → passive participle

Drill 10. Transformation: Verb → passive participle

Replace the verb in parentheses by the corresponding passive participle.

'It has been decided that a new canal be dug.' ← (يَقْرَرُ) أَنْ تُحْفَرَ قَنَاةٌ جَدِيدَةٌ .

- من المُقرَّر ان تحفر قناة جديدة .
- ١ - قرأت المقالة الـ (تنشر) في مجلة " الرسالة " المصرية .
- ٢ - هذا الكتاب (يترجم) الى أكثر اللغات الاوربية .
- ٣ - من الـ (يعرف) ان الوزير سيرجع اليوم .
- ٤ - الخروج من هذه المنطقة (يمنع) الآن .
- ٥ - العامية هي اللغة الـ (تستخدم) في الحياة اليومية .
- ٦ - المحاضرة (تؤجَّل) الى الشهر القادم .
- ٧ - من الـ (يفضل) ألاَّ يؤجَّل بحث المشكلة .

Drill 11. Written. Transformation: Verb → passive participle

Replace the underlined phrase with one containing a passive participle. **Ex.**

'The government does not permit foreigners to stay there long.' لا تسمح الحكومة لاجانب بالاقامة هناك طويلا .

'Foreigners are not permitted to stay there long.' ليس مسموحا لاجانب بالاقامة هناك طويلا .

- ١ - من الامور التي يعرفها الناس ان حرية الرأي من اهم الحقوق .
- ٢ - ما هي اللغة التي يستخدمها العرب في الكتابة ونشرات الاخبار ؟
- ٣ - نجيب محفوظ اديب يحترمه ناس كثيرون في مصر .
- ٤ - هذه الفكرة لا يذكرها الكاتب في هذا الكتاب .
- ٥ - عَقْدُ الاجتماعات السياسية في هذا المكان أمر تمنعه الحكومة .

4. The indefinite relative pronouns مَنْ and مَا .

In previous lessons we have seen مَنْ and مَا used as interrogatives meaning "who?" and "what?" respectively. These forms have another important function: as indefinite relative pronouns, مَنْ meaning "whoever, he who, those who, the one(s) who", and مَا meaning "whatever, that which, the one(s) which". They differ from the relative pronoun الَّذِي , اَلَّتِي , etc. in that they never have a specified antecedent (and that is why they are called "indefinite"). That

is, with الذي there is usually some noun preceding:

الْكِتَابُ الَّذِي قَرَأْتُهُ 'the book that I read'

With مَنْ or مَا, there is no preceding noun; the forms مَا and مَنْ in effect serve simultaneously as both antecedent and relative pronoun.

	'that which I read'
مَا قَرَأْتُهُ	'the one that I read'
	'what I read'

Clauses beginning with مَنْ or مَا parallel relative clauses with specified antecedents in all functions: subject same as antecedent, object of preposition same as antecedent, or object of verb same as antecedent. The following examples illustrate these functions, showing the contrasts between constructions with specified antecedents and those with مَنْ or مَا. Note that verb and pronoun forms referring to مَنْ may be singular or plural, while those referring to مَا are masculine singular. Remember also that relative clauses with specified antecedents are preceded by الذي when the antecedent is definite, but are without الذي when the antecedent is indefinite.

Subject same as antecedent

كَانَ بَيْنَهُمْ طَالِبٌ أجنبيٌّ لَا يَعْرِفُ شَيْئًا عَنِ الْحَيَاةِ فِي امْرِيكَ .	'Among them was a foreign student who knows nothing about life in America.'
كَانَ بَيْنَهُمْ مَنْ لَا يَعْرِفُ شَيْئًا عَنِ الْحَيَاةِ فِي امْرِيكَ .	'Among them was one who (or someone who) knows nothing about life in America.'
مِنْهُمْ رِجَالٌ يَدْرُسُونَ الْعَرَبِيَّةَ .	'Among them are men who are studying Arabic.'
مِنْهُمْ مَنْ يَدْرُسُونَ الْعَرَبِيَّةَ .	'Among them are those who are studying Arabic.'
لَا تَعْجِبْنِي الْأَرْاءُ الَّتِي ذُكِرَتْ فِي الْمَقَالَةِ .	'I don't like the opinions which were mentioned in the article.'
لَا يُعْجِبُنِي مَا ذُكِرَ فِي الْمَقَالَةِ .	'I don't like what was mentioned in the article.'

Object of preposition same as antecedent (in all these the preposition must have a pronoun suffix referring to the antecedent):

هَذِهِ هِيَ الْكُتُبُ الَّتِي كُنْتُ أَهْتُ عَنْهَا .	'These are the books I was looking for.'
هَذَا مَا كُنْتُ أَهْتُ عَنْهُ .	'This is what/the one(s) that I was looking for.'

Object of verb same as antecedent (in clauses with specified antecedents the verb must have a pronoun suffix referring to the antecedent, but in مَنْ or مَا clauses this suffix is optional):

أَكْرِمِ الزَّائِرَ الَّذِي أَكْرَمَهُ أَبُوكَ .	'Honor the visitor whom your father honored.'
أَكْرِمِ مَنْ أَكْرَمَهُ أَبُوكَ [أَكْرَمَ أَبُوكَ]	'Honor the one whom your father honored.'
أَنْشُرِ الْمَقَالََةَ الَّتِي كَتَبْتَهَا عَنْ هَذَا الْمَوْضُوعِ .	'Publish the article you wrote on this subject.'
أَنْشُرْ مَا كَتَبْتَهُ [كَتَبْتَ] عَنْ هَذَا الْمَوْضُوعِ .	'Publish what you wrote on this subject.'

كُلٌّ with the indefinite relative pronouns

The relatives مَنْ and مَا are particularly common in the phrases كُلٌّ مَنْ 'everyone who' and كُلٌّ مَا 'everything that'. In these phrases كُلٌّ has no nunation because it is the first term of an idāfa (the second term being the entire مَنْ / مَا clause). Examples:

سَأَلْتُ كُلَّ مَنْ أَعْرِفُهُ .	'I asked everyone I know.'
تَحَدَّثَتْ عَنْ كُلِّ مَا شَاهَدْتُ .	'She talked about everything she saw.'

Now do Drills 12, 13 and 14 (on tape).

Drill 12. Completion: مَنْ and مَا

Fill in the blanks with مَنْ or مَا .

- ١ - كان — قرأته سهل الأسلوب . ٥ - هذا — كنت اتحدث عنه .
- ٢ - يؤثّر — يقرأه على آرائه . ٦ - أعجبنا كلّ — أكلناه .
- ٣ - أرغب في — ترغب فيه . ٧ - صادقوا — يصادقونكم .
- ٤ - ساعد — يساعدك .

Drill 13. (Also on tape) Transformation: Relative clause with antecedent → relative clause without antecedent. Ex.

اعرف الرجال الذين فعلوا ذلك . → 'I know the men who did that.'
 اعرف من فعلوا ذلك . 'I know the ones who did that.'

- ١ - ليس هذا هو الرأي الذي تحدثت عنه المقالة .
- ٢ - خذ الشيء الذي يعجبك .
- ٣ - الناس الذين نرحب بهم يرحبون بنا .
- ٤ - الشيء الذي يعجبني في كتبه هو أسلوبه .
- ٥ - احترم الاستاذ الذي درّسني العربية .
- ٦ - كان معنا ناس لا يتكلّمون الانكليزية .
- ٧ - ليست هذه هي المقالات التي جمعتها .
- ٨ - هل هذا هو الرجل الذي عاد من بيروت أمس ؟

Drill 14. (On tape) Transformation:

كلّ + ما
من

D. Reading Comprehension

د - نصوص للفهم

Read the following passage and then do Drill 15

جريدة النهار

جريدة "النهار" من اهم الصحف اليومية في لبنان، وهي ايضا من اشهر الصحف في العالم العربي. يعمل فيها عدد من كبار الصحفيين

اللبنانيين ، ولها مراسلون في كثير من الدول العربية والاجنبية .
 وجريدة "النهار" كغيرها من الجرائد العربية تستخدم اللغة
 الفصحى المعاصرة ، وهي لغة تختلف في بعض الامور عن لغة القرآن والادب
 لانها متأثرة باللغات العامية واللغات الاجنبية .

ومن المتفق عليه ان جريدة "النهار" تطورت تطورا كبيرا خلال

السنوات الاخيرة نتيجة لتطور السياسة العربية وتغير الأوضاع الاجتماعية
 والاقتصادية في الشرق الاوسط وانتشار الثقافة العربية بين العرب .
 culture

" والنهار " متأثرة الى حد بعيد بالاساليب الصحفية المتبعة

في الغرب . فالصحفيون الذين يكتبون في "النهار" يقولون ما يحبون
 عن حكومتهم وعن الأوضاع الاجتماعية في بلادهم ، اما الصحف العربية
 الاخرى ، خاصة غير اللبنانية ، فانها تعبّر عادة عن رأي الحكومة او
 رأي حزب من الاحزاب عندما تتحدث عن المواضيع السياسية .
 they like express

Drill 15. Written.

صواب أم خطأ

In the light of the preceding passage, indicate which of the following
 statements are true (T) and which are false (F):

- ١ - جريدة "النهار" مصرية .
- ٢ - جريدة "النهار" مشهورة في العالم العربي .
- ٣ - لجريدة "النهار" مراسلون في العالم العربي .
- ٤ - تختلف لغة "النهار" عن لغة القرآن .
- ٥ - لغة "النهار" هي اللغة العربية المعاصرة .
- ٦ - ليس للعامية تأثير على لغة "النهار" .
- ٧ - تطورت "النهار" في السنوات الاخيرة .
- ٨ - تكتب جريدة "النهار" بحرية عن الأوضاع السياسية
- ٩ - جميع الجرائد العربية تكتب بحرية عن الأوضاع السياسية .

E. General drills

هـ - تمارين عامة

Drill 16. (Also on tape) Variable substitution: Ordinals.

الكتاب	اعجبني الدرس الثالث
١١	٨
قصة	١٠
١٥	المقالة
فلم	١
٩	٢٥

Drill 17. Written. Completion: Verbs and participles

Complete the following chart, vocalizing each form.

	Negative Imperative	PP	AP	Imperfect	Perfect	Form
Ex.	لا تُشاهدْ	مُشاهدٌ	مُشاهدٌ	يُشاهدُ	شاهدَ	III
				يختلف		
			ناتج			
					تناول	
				يحترم		
			مترجم			
		مستخدم				
					أنتج	
		(none)	متأثر			
		مترجم				
				يفضّل		
		(none)			انصرف	

Drill 18. Written. Combination: Hāl

Combine the following pairs of sentences into one sentence using the hāl construction. Translate the sentences. Ex.

'He wrote a long article. In the article he dealt with the world economy.' —
كتب مقالة طويلة • تناول في المقالة
الاقتصاد العالمي • —

'He wrote a long article, dealing in it with the world economy.'
كتب مقالة طويلة متناولا فيها الاقتصاد
العالمي •

- ١ - ارسل رسالة الى المدير • طلب ان يعمل في الشركة •
- ٢ - كتب الاديب كتابا هاما • كان في الخامسة والثلاثين من عمره •
- ٣ - رجع الوزير الى بلده • كان يحمل رسالة هامة الى رئيس الجمهورية •
- ٤ - بدأت دراسة العلوم السياسية • كنت طالبا في جامعة القاهرة •
- ٥ - تحدث اليها طويلا • لا يعرف من هي •

ARABIC-ENGLISH GLOSSARY

This glossary lists all words used in Part 1 of this book. Words are arranged alphabetically by root; the symbol # indicates the first entry under a new root. Under a given root the order of entry is as follows: verbs, in order of Form (I to X); participles (in order of Form number); and m-derivatives.

Nouns and adjectives are listed in the nominative masculine singular form; feminines, where given, are in parentheses (). The plural is indicated by a dash -. Alternate forms are separated by an Arabic comma, ‘. Verbs are cited in the 3 m.s. perfect tense; the imperfect vowel is written over a line — immediately following the perfect, and the verbal noun, if given, is separated by an Arabic comma, ‘. Any preposition identified with a particular verb comes after the verbal noun.

The following have not been included: feminines of nouns and adjectives derivable from the masculine by the addition of ِ ; nisba adjectives; and participles. Exceptions to this rule were made only when either the form or the meaning was not mechanically predictable from the base of form.

The first and last roots found on a given page are indicated at the top of the page.

For abbreviations used in this glossary, see page xiii.

ARABIC-ENGLISH GLOSSARY

أ

ام

أ # (interrogative particle)	تاريخ - تواريخ # history; date
أب ، أبو - آباء # father (nisba = أبوي)	الأردن # Jordan
أثر، تأثير على، في # II to influence, affect	أرز # (coll.) cedars, cedar
تأثر، تأثر (ب) V to be influenced (by)	أروبا # Europe
أثر - آثار trace, mark, sign; (p.) ruins, antiquities	أساسي # basic
أجل ، تأجيل # II to put off, postpone	أستاذ - أستاذة # professor
أحد # one, someone; (with neg.) no one	الإسكندرية # Alexandria
أحد عشرة eleven	أسوان # Aswan
حادي عشرة eleventh	أفلاطون # Plato
أخذ ، أخذ # to take; (with foll. indic.) to begin to	الأقصر # see under قصر
آخر - ون # other, another	تأكد، تأكد (من) # V to become certain, convinced (of)
(أخرى - أخريات)	أكل ، أكل # to eat
أخير last, final; recent; latter	أكل eating; food
أخيراً # finally; recently, lately	إلا # except; (with neg.) only
أخ ، أخو - إخوة # brother (nisba = أخوي)	الذي - اللذان، اللذين - اللذين (relative pronoun) who, that, which
أخت - أخوات sister	(التي - اللتان اللتين - اللواتي)
أدب - آداب # literature, belles-lettres	ألف - آلاف # (one) thousand
أديب - أدباء man of letters, writer, author	ألف من thousands of
تأديب discipline; punishment; education	الله # God
أدى ، تأدية # II to carry out, perform	لله belonging to God
أذن - آذان # (f.) ear	إلى # to, up to
أرامكو # ARAMCO (The Arabian American Oil Co.)	إلى جانب in addition to; besides; apart from
	أم # or

أَمَّ

بَدُو

أَمَامَ	# in front of
الْأَمَازُون	# the Amazon
أَمَّا ... فَ	# as for...
أَمْرٌ - أُمُورٌ	# matter, affair, concern
مُؤْتَمَرٌ - ات	conference; convention (أُولَى)
أَمْرِيكَا	# America
أَمْرِيكِيٌّ - أَمْرِيكَان	American (n. or adj.)
أَمْسٌ	# yesterday
آن آربر	# Ann Arbor
أَنَّ	# (foll. by subjunctive) that (conj.)
أَنَّ	# the fact that, that (conj.)
إِنَّ	(after قَالَ) that (conj.)
إِنَّ	(intensifying particle) verily, indeed
أَنَا	# I
أَنْتَ - أَنْتُمْ - أَنْتُمْ	# you
(أَنْتَ - أَنْتُمْ - أَنْتُمْ)	
أَلْأَنْدَلُسُ	# Andalusia, Spain
نَاسٌ	# people
أَنْسَةٌ - ات	young lady; Miss
إِنْكَلِيزِيٌّ، إِنْكَلِيزِيٌّ	# English (n. or adj.)
إِنْكَلِيزِيٌّ، إِنْكَلِيزِيٌّ	
الْأَنْكَلِيزِيَّةُ، الْأَنْكَلِيزِيَّةُ	the English language, English
أَهْلٌ - أَهَالٌ	# people; family; owners
أَهْلًا وَسَهْلًا	welcome! hello!
أَوْ	# or

أُوتوبِيسٌ - ات	# bus
أُورُوبَا، أُورُوبَا، أُورُوبَا	# Europe
أُوسْتِن	# Austin
أَوَّلٌ - أَوَائِلُ (أُولَى)	# first
أَوَّلًا	first, firstly
أَلَانَ	# now
أَيُّ	# that is to say, that is
أَيُّ	# (interrogative particle) what?, which?; (in a statement) any; (with a neg.) not any, no
أَيْضًا	# also
أَيْنَ	# where?
أَيُّهَا (أَيْتَهَا)	# o (vocative)
بِـ	# in; by means of, by, with
بَحَثَ - بَحَثَ - بَحَثَ	# to discuss
بَحَثَ - بَحَثَ - بَحَثَ	to look, search for
عَنْ	
بَحَثَ - بَحَثَ، أَبْحَثَ	discussion (about); research on; study (about)
(عَنْ)	
بَاحِثٌ - وَن	researcher
بَدَأَ - بَدَأَ (بِـ)	# to begin, start (with)
بِدَايَةٌ	beginning
إِبْتِدَائِيٌّ	primary
بَدَوِيٌّ - بَدَوِيٌّ	bedouin

بذل	تونس
بَذَلَ — ، بَذْلٌ # to exert	بَنَامَا # Panama
بَرْلَمَان # parliament	بِنَاء # (verbal noun) building, constructing
إِبْرَاهِيمُ طَوْقَان # Ibrāhīm Tūqān (poet)	بِنَاء — أُبْنِيَّة # a building
إِبْرَاهِيمُ بْنُ عَبَّاسِ الصَّوْلِي . Ibrāhīm b. Abbās al-Ṣūlī	بَاب — أَبْوَاب # door; gate
بَرِيْطَانِيَا (العُظْمَى) # (Great) Britain	بُور سَعِيد # Port Said
بَسْكِيْنَتَا # Baskinta (town in Lebanon)	بَيْت — بَيْوت # house; home
أَلْبَصْرَةُ # Basra (city in Iraq)	بَيْرُوت # Beirut
بَطَالَةٌ # unemployment	بَيْنَ # between
بَعْدَ # after (prep.)	تَابَعَ ، مُتَابَعَةٌ # III to continue; pursue, follow up
بَعْدَ أَنْ # after (conj.)	اتَّبَعَ ، اتِّبَاعٌ # VIII to follow, adhere to, observe
بَعِيدٌ — بَعْدَاءُ (عن ، من) far, distant (from)	تِجَارَةٌ # commerce, trade
بَعْضٌ # some, some of	تَحَدَّ ، مُتَحَدَّةٌ # see under وَحَد
بَعْلَبَكْ # Baalbek	مَتْحَفٌ — مَتَاحِفٌ # museum
بَغْدَادُ # Baghdad	تَرْجَمَ ، تَرْجَمَةٌ # (quad.) to trans- late
بِكَالُورِيُوسِ # B.A., bachelor's degree	تَرَكَ — ، تَرَكَ # to leave, leave behind
بَلْ # but, rather	تِسْعَةٌ # nine
بَلَدٌ — بِلَادٌ ، بِلْدَانٌ # country	تِسْعُونَ (nom.) ninety; (foll. definite sing. n.) ninetieth
بَلَدِيّ native, indigenous, home	تَاسِعٌ ninth
بِلَادٌ (f.) country; homeland	تَكْسَاسُ # Texas
ابْنٌ — أَبْنَاءُ # son	تَلْمِيْذٌ — ، تَلَامِيْذٌ # disciple, student
إِبْنُ خَلْدُونِ Ibn Khaldoun (medieval historian and sociologist)	تَمَّ — تَمَّ # to be completed; to take place
ابْنَةٌ — بَنَاتٌ daughter	تُونِسُ # Tunis; Tunisia
بِنْتٌ — بَنَاتٌ girl; daughter	
بَنْكٌ — بَنُوكُ # bank	

جمل

ثقافة - ات # culture, refinement

ثلث - أثلاث # one-third

ثلاثة three

ثالث third

ثالثاً thirdly

ثلاثون (nom.) thirty; (foll. definite n.) thirtieth

من ثم # hence, therefore

ثم then, there upon

ثمانية # eight

ثمانون (nom.) eighty; (foll. definite n.) eightieth

ثامن eighth

أثناء # during

إثنان two

ثان second

ثانياً secondly

ثانوي secondary

ثورة - ات (على) # revolution, rebellion (against)

ثوري - ون revolutionary (n. or adj.)

ج

جبران خليل # Kahlil Gibran

جبران

الجاحظ # Al-Jāhiz (medieval writer)

جدا # very

جديد - جدد new

جريدة - جرائد # newspaper

الجزائر # Algiers; Algeria

جعل - جعل # to create, make (s.th. into s.th.), render; (with foll. indic.) to begin to

مجلة # magazine

جمع - جمع # to gather, collect, combine

جمع بين ... و to combine...and

اجتمع، اجتماع VIII to meet (with)
(مع، +)

جميع all

الجميع everyone, every-body

جميعاً all together, one and all

اجتماع - ات meeting

اجتماعي social; sociological

جامع - جوامع mosque

جامعة - ات university

مجتمع - ات society, community

جملة - جمل # sentence, clause

جمال beauty

جمال عبد الناصر Gamal Abd Al-Nasser

جميل - ون beautiful, handsome

جمهر	حفر
جُمْهُورِيَّةٌ - ات	حَدِيثٌ - حَدَاثٌ
# republic	new, modern
رَئِيسُ الْجُمْهُورِيَّةِ	حَدِيثًا
president	recently, lately
إِلَى جَانِبِ	حُرِّيَّةٌ - ات
# in addition to; besides; apart from	# freedom
أَجْنَبِيٌّ - أَجَانِبٌ	تَحْرِيرٌ
foreign; foreigner	liberation, freeing
جَهْدٌ - جُهُودٌ	إِحْتِرَامٌ ، إِحْتِرَامٌ
# effort, exertion	# VIII to respect, honor, revere
جَارٌ - جِيرَانٌ	حِزْبٌ - أَحْزَابٌ
# neighbor	(political) party
جورج واشنطن	حُسْنُ الضِّيَافَةِ
# George Washington	hospitality
جورجتاون	لِحُسْنِ الْحَظِّ
# Georgetown	fortunately
جورجي زيدان	حَسَنًا
# Jūrjī Zaydān (writer)	fine!
تَجَوَّلَ ، تَجَوَّلَ	حُسَيْنٌ
# V to walk, roam, wander around	Hussein (m. name)
جَاءَ - (في)	حَصَلَ - حُصِّلَ ، حُصِّلَ عَلَى
# to be included (in a written document)	to obtain, get
	حُصِّلَ عَلَى
	obtaining
ح	حَاصِلٌ - وَنَ عَلَى
أَحَبَّ ، حُبٌّ	having obtained
# IV to love, like, take a liking to, to fall in love with,	حَضَرَ - حُضُرٌ ، حُضُورٌ
حُبٌّ	to attend, be present (at)
love	حَضَرَ - حُضُرٌ ، حُضُورٌ
حَبِيبٌ - أَحِبَاءٌ	to come to
beloved, sweetheart, dear	إِلَى، لِي
حَتَّى	حَاضِرٌ ، مُحَاضَرَةٌ
# (foll. by perfect) until; (foll. by subjunctive) in order that, so that; until; (adverb) even	III to give a lecture; to lecture
حَدَدٌ ، تَحْدِيدٌ	حُضُورٌ
# II to define, limit, set bounds (to)	attendance, presence (at)
حَدٌّ - حُدُودٌ	حُضُورٌ إِلَى
extent, limit; boundary	coming to
تَحَدَّثَ ، تَحَدَّثَ	حَضَارَةٌ
# V to speak (to) (about); to converse (with) (about)	civilization; culture
(إلى) (عن)	مُحَاضَرَةٌ - ات
	lecture
	حَاضِرٌ - وَنَ
	present, attending; current (time)
	لِحُسْنِ الْحَظِّ
	# fortunately
	حَفَرَ - حَفَرٌ ، حَفْرٌ
	# to dig, excavate

حَافَظَ ، مَحَافَظَةً على	# III to preserve, maintain; to protect, defend	كَيْفَ الْحَالُ	How are you?
حَقَّقَ ، تَحَقُّقٌ	# II to realize, accomplish	حَيَاةٌ - حَيَوَاتٌ خَيَوِي	# life, life blood lively, vital
حَقٌّ - حَقُّوقٌ	right; truth	حَانَ - حَانٌ	# to be time, to draw near, come, approach (time)
حَقًّا	really, indeed, truly	حِينَ - أَحْيَانٌ	time; occasion
حَكَمَ - حُكْمٌ	# to govern, rule	حِينَ	at the time that, when (conj.)
حَكَمَ - حُكْمٌ على	to pass judgment on, to judge	أَحْيَانًا	sometimes
خ			
حِكْمَةٌ - حِكْمٌ	saying, maxim, word of wisdom	أَخْبَرَ ، إِخْبَارٌ (ب)	# IV to inform s.o. (of s.th.); to tell
حَكِيمٌ - حُكْمَاءُ	wise	خَبَرَ - أَخْبَارٌ	news item; (p.) news
حُكُومَةٌ - ات	government	خَاتَمٌ - خَوَاتِمٌ	# ring
حَاكِمٌ - وَنٌ ، حُكَّامٌ	ruler, governor	خَدَمَ - خِدْمَةٌ	# to serve, render a service to
حَلَّ - حُلُولٌ	# solving, solution; dissolution, breaking-up	اِسْتَخْدَمَ ، اِسْتِخْدَامٌ	X to use
اَلْحَمْدُ لِلّٰهِ	# praise be to God	خِدْمَةٌ - خِدْمَاتٌ	service
أَحْمَدُ	Ahmad (m. name)	خَرَجَ - خُرُوجٌ (من)	# to go out (of)
مُحَمَّدٌ	Muhammad	خَرَجَ ، تَخْرِيجٌ	II to graduate (transitive); to educate
مُحَمَّدٌ عَلِيٌّ	Muhammad Ali	أَخْرَجَ ، إِخْرَاجٌ	IV to take out, remove, expel
حَمَلَ - حَمْلٌ	# to carry, bear	خَارِجٌ	exterior
حَمْلَةٌ - حَمَلَاتٌ (علي)	(military) campaign (against)	فِي الْخَارِجِ	abroad
حَاجَةٌ - ات (الى)	# need (for)	خَارِجٌ	outside of
بِحَاجَةٍ إِلَى	in need of	خَارِجِيٌّ	external
حِوَارٌ	# dialogue, conversation	اَلْخَارِجِيَّةُ	foreign affairs
حَالٌ - أَحْوَالٌ	# condition, state, circumstance	اَلْخَرْطُومُ	# Khartoum

مَدْرَسَةٌ لُغَوِيَّةٌ	linguistic school
تَدْرِيسٌ	teaching, instruction
مُدْرِسٌ - وَن	teacher, instructor
دُسْتُورٌ - دَسَاتِيرُ	# constitution
دَقِيقَةٌ - دَقَائِقُ	# (a) minute
دُكْتُورٌ - دُكَاثِرَةٌ	# doctor; Ph. D.
دُكْتُورَاهُ	doctorate, Ph. D.
دِمَشْقُ	# Damascus
دَارٌ - دُورٌ	# (f.) house
دِيَارٌ	
مُدِيرٌ - وَن	director
دَوْلَةٌ - دَوْلٌ	# state, country, power
الدُّوَلُ الْكُبْرَى	the major powers
دَوْلِيٌّ	international
دُولَارٌ - اَت	# dollar
دُونُ	# without (prep.)
دُونِ اَنْ	without (conj.)
ذ	
ذَلِكَ - اُولَئِكَ (تلك)	# that
كَذَلِكَ	thus, so, like-wise, also
أَلَيْسَ كَذَلِكَ ؟	isn't that so?
ذَكَرْتُ - ذَكَرَ	# to mention, relate, tell
مَذْكُرَةٌ - اَت	note; reminder
ذَهَبَ - ذَهَابٌ (الى)	# to go (to)
ذَخِيرٌ	fine, (I'm) fine
ذَيْمَةٌ - ذِيَامٌ	# tent
ذَاخِلِيٌّ	# inner, internal; domestic
ذَرَسْتُ - ذَرَسَ ، ذَرَسَتْ	# to study
ذَرَسَ ، تَدْرِيسٌ	II to teach
ذَرْسٌ - ذُرُوسٌ	lesson
ذَرَسَ - اَت	study; studying
مَدْرَسَةٌ - مَدَارِسُ	school
مَدْرَسَةٌ حُكُومِيَّةٌ	public school
خَصٌّ # special; private	
خَاصَّةً	especially
خُطَابٌ - اَت	# speech
تَخَاطُبٌ	conversation
خِلَالٌ	# during
الْخَلِيلُ بْنُ أَحْمَدَ	Al-Khalīl b. Ahmad (Arab grammarian)
مُخْلِصٌ - وَن	# sincere
اِخْتَلَفَ ، اِخْتِلَافٌ (عن ، مع)	# VIII to differ (from); to differ, disagree (with)
خَلِيفَةٌ - خُلَفَاءُ	(m.) Caliph
خَمْسَةٌ	# five
خَمْسُونَ	(nom.) fifty; (foll. definite n.) fiftieth
خَامِسٌ	fifth
خَيْرٌ - خَيْرٌ	# good (things), blessing, benefit; welfare;

ذَهَبَ — ، ذَهَابَ (إلى)	to take, conduct (s.o. or s.th.) (to)	رَاسَلَ ، مُرَاسَلَةٌ	III to correspond with
ذَاهِبٌ — وَن	going	أَرْسَلَ ، إِرسَالٌ	IV to send
رَأْسٌ — رُؤُوسٌ	# (m. and f.) head	تَرَاوَل ، تَرَاوِلٌ	VI to correspond with one another
رَئِيسٌ — رُؤَسَاءُ	president, head, chief	رِسَالَةٌ — رِسَائِلٌ	letter
رَئِيسُ الْوُزَرَاءِ	prime minister	مُرَاسِلٌ — وَن	reporter, correspondent
رَئِيسُ الْجُمْهُورِيَّةِ	president	رَسَمَ — ، رَسْمٌ	# to draw
رَأْيٌ — آراءٌ (فى)	# opinion, view (on)	رَسْمِيٌّ	official, formal, ceremonial
رَبَطَ — ، رِبْطٌ (إلى ، بَيْنَ ، وَبَيْنَ)	# to bind, tie (to); to connect (with); to combine (s.th. with)	مُرَشَّحٌ — وَن	# candidate, nominee
الرِّبَاطُ	Rabat	رَغِبَ — ، رَغْبَةٌ	# to desire, wish for
رَابِطَةٌ — رَوَابِطُ	bond, tie; connection, link; league, society	رُوسِيَا	# Russia
الرَّابِطَةُ الْقَلَمِيَّةُ	The Literary Club	الرِّيَاضُ	# Riyadh
رُبْعٌ — أَرْبَاعٌ	# one fourth, quarter	ز	
أَرْبَعَةٌ	four	زَمَنٌ — أَزْمَانٌ	# time; period; stretch of time
أَرْبَعُونَ	(nom.) forty; (foll. definite n.) fortieth	الْأَزْهَرُ	# Al-Azhar (university)
رَابِعٌ	fourth	تَزَوَّجَ ، تَزَوَّجَتْ ، زَوَّاجٌ (من)	V to get married (to); to marry (with)
تَرْبِيَةٌ — ات	# education, upbringing (nisba: تَرْبَوِيٌّ)	زَوْجٌ — أَزْوَاجٌ	husband
رَجَعَ — ، رُجُوعٌ	# to return, come <u>or</u> go back	زَوْجَةٌ — ات	wife
رَجُلٌ — رِجَالٌ	# man	زَوَاجٌ	marriage
رَجَاءٌ	# wish, hope	زِيَارَةٌ — ات	# visit
رَحَّبَ ، تَرْحِيبٌ	# II to welcome	زَائِرٌ — وَن	visiting
مَرْحَبًا	hello!	زَائِرٌ — زُورٌ	visitor, guest
رَحَلَ — ، رَحِيلٌ	# to move about, travel, leave	مَا زَالَ	# is still
مَرَحَلَةٌ — مَرَاكِلُ	stage, phase		

زول

لا يزال	is still
س	
س	# (future particle) will, going to
سَأَلَ - ، سُؤَالَ	# to ask
سُؤَال - أَسْئَلَة	question
سَبْعَة	# seven
سَبْعُونَ	(nom.) seventy; (foll. definite n.) seventieth
سَابِع	seventh
سِتَة	# six
سِتُونَ	(nom.) sixty; (foll. definite n.) sixtieth
سَد - سُدُود	# dam
السَّدُّ الْعَالِي	the High Dam
سَادِس	# sixth
مَسْرَح - مَسْرَح	# theater; stage
أَسْرَعَ ، إِسْرَاع	# IV to hasten, hurry
سَاعَدَ ، مُسَاعَدَة	# III to help, assist (in)
(على ، فى)	
سَعِيد - سَعْدَاء (ب)	happy (over, at, with)
السَّعُودِيَّة	Saudi Arabia
سُعَاد	Su'ad (f. name)
سَافَرَ ، سَفَر	# III to travel, go on a trip; to leave, depart
سَفَر - أَصْفَار	departure; travel, trip
سَكَتَ - ، سُكُوت	# to fall silent, say nothing

سم

سَكْرَتِير - ون	# secretary
سَكَنَ - ، سَكَنَ	# to live, dwell, reside; take up residence
سَاكِن - ون	living, residing
سَاكِن - سَكَّان	inhabitant, resident, occupant
أَسْلُوب - أَسَالِيب	# style
سَلَام	# peace; greeting
السَّلَامُ عَلَيْكُمْ	greetings! (lit. "peace be upon you")
وَعَلَيْكُمْ السَّلَام	greetings! (lit. "and upon you be peace" (reply to السَّلَامُ عَلَيْكُمْ))
سَلَامَة	well-being
مَعَ السَّلَامَة	goodbye
سَلِيم	Salim (m. name)
سُلَيْمَانُ الْحَكِيم	Solomon the Wise
إِسْلَام	Islam
مُسْلِم - ون	Muslim
سَمَحَ - ، سَمَّاح	# to permit (s.o) (s.th.)
(ل) (ب)	
سَمِير	# Samir (m. name)
سَمِعَ - ، سَمَاع	# to hear
إِسْتَمَعَ ، إِسْتَمَاع	VIII to listen (to)
(ل ، الى)	
سَامِي	# Sami (m. name)
أَسْمَاء - أَسْمَاء	# name

سن

سَنَة - سَنَوَات	# year
سَنَوِي	annual, yearly
سَهْل	# easy
سَيِّئ	# bad, evil
السُّودَان	# The Sudan
سَيِّد	# mister, Mr.
سُورِيَا	# Syria
سِيَّاسَة - ات	# policy; politics
السُّوَيْس	# Suez
سَاعَة - ات	# hour; clock, watch
سَوْف	# (future particle) will, going to
مَسَافَة - ات	distance
سِوَى	# (with foll. gen. or suffix) other than, except
مَسَاوٍ (لِ)	equal, equivalent (to)
سَبَوِيَه	# Sibawayhi (medieval grammarian)
سَيَّارَة - ات	# car, automobile
سَيَّطَرَ ، سَيَّطَرَة عَلَى	# (quad.) to control, dominate
سِينَمَا	# (f.) cinema, movies
ش	
شَأْن - شُؤْن	# matter, affair; situation
بِشَأْن	in regards to, regarding (s.th.)
شَبَاك - شَبَايِك	# window
شَر - شُرُور	# evil, harm

شيطان

شَرِبَ - ، شَرَبَ	# to drink
شَرَاب ، أَشْرَبَة	drink, beverage
شَارِع - شَوَارِع	# street
أَشْرَف ، إِشْرَاف عَلَى	# IV to supervise
شَرِيف	Sharif (m. name)
شَرْق	# East
الْشَرْقِ الْأَوْسَطُ	The Middle East
مُسْتَشْرِق - ون	orientalist
شَارَكَ ، مَشَارَكَة فِي	# III to participate, join in
شَرَكَة - ات	company
شَعْب - شُعُوب	# a people; nation
شِعْر - أَشْعَار	# poetry; poem
شُكْر - شُكُور	# thanks; gratefulness, gratitude
شُكْرًا	thank you!
شَكْل - أَشْكَال	# form, shape, type
مَشْكِلة - مَشَاكِلُ	problem
شَمَلَ - ، شَمَلَ ، شَمَلْ ، شَمُول	# to include, comprise
شَاهَدَ ، مُشَاهَدَة	# III to see, watch, witness
شَهَادَة - ات	degree, diploma, certificate
شَهْر - أَشْهُر	# month
مَشْهُور - ون (ب)	famous (for)
مُشْتَاق - ون إِلَى	# eager for, longing to
شَيْء - أَشْيَاءُ	# thing, something
شَيْطَان - شَيْاطِينُ	# Satan, devil

ص

أَصَحَّ # IV to become	طَرَدَ ُ ، طَرَدَ (من) # to reject, dismiss expel (from)
صَبَاحٌ morning	طَارِقُ بْنُ زِيَادٍ # Tariq b. Ziyad
صَبَاحُ الْخَيْرِ good morning!	طَعَامٌ - أَطْعَمَ # food
صَبَاحُ النُّورِ good morning! (response)	مَطْعَمٌ - مَطَاعِمٌ restaurant
صَحْرَاءُ - صَحَارَى # (f.) desert (صَحْرَاوِيٌّ)	طَلَبَ ُ ، طَلَبَ # to request
صَحْفَةٌ - صُفُوفٌ # newspaper (صُفُوفِيٌّ)	طَالِبٌ ، مُطَالِبَةٌ III to demand (of s.o.) (s.th.)
أَصْدَرَ ، إِصْدَارٌ # IV to export; to publish	تَطَلَّبَ ، تَطَلَّبَ V to require, necessitate
صَادِقٌ ، مُصَادِقَةٌ # III to become friends with	طَلَبَ - ات request; appli- cation; demand
صَدِيقٌ - أَصْدِقَاءُ friend	طَالِبٌ - طَالِبٌ student
تَصَرَّفَ ، تَصَرَّفَ # V to behave, conduct oneself	تَطَوَّرَ ، تَطَوَّرَ V to develop, evolve
إِنْصَرَفَ، إِنْصِرَافٌ VII to go away, leave	طَوِيلٌ - طَوَالٌ # long; tall
صَعْبٌ - صِعَابٌ (على) # hard, difficult (for s.o.)	طَوِيلًا at length, a long time
صَغِيرٌ - صِغَارٌ # little, small; young (person)	مَطَارٌ - ات airport
صَفٌّ - صُفُوفٌ # class; classroom	طَائِرَةٌ - ات airplane
صِنَاعَةٌ - ات industry	ظ
مَصْنَعٌ - مَصَانِعُ factory	
صَوْرَةٌ - صُورٌ # image, form; picture	
صَائِغٌ - صَاغَةٌ # goldsmith; jeweler	
صَيْفٌ - أَصْيَافٌ # summer	

ض

ضَحِكَ ُ ، ضَحِكَ # to laugh	أَظْهَرَ ، إِظْهَارٌ # IV to show, demonstrate
حَسَنُ الضِّيَافَةِ # hospitality	الظَّهْرَانُ Dhahran (city in Saudi Arabia)

ط

طَاوِلَةٌ - ات table
طَبِيبٌ - أَطِبَاءٌ # doctor, M.D.

ع

عَبَّرَ ، تَعَبِيرٌ عن # II to express
إِعْتَبَرَ ، إِعْتِبَارٌ VIII to consider (s.o.) as (s.th.)
عَبَّاسُ مَحْمُودِ الْعَقَّادِ # Abbās Mahmūd Al-'Aqqād

عُثْمَانِيّ # Ottoman	إِعْتَقَدَ ، إِعْتِقَائِيّ	VIII to believe (in)
أَعْجَبَ ، إِعْجَابٌ # IV to please, delight	إِعْتِقَادٌ	belief
عَدَدٌ - أَعْدَادُهُ # number	عِلَاقَةٌ - ات (ب)	# relationship (to), connection (with)
إِعْدَادِيّ preparatory; elementary (school)	لَعَلَّ	# perhaps, maybe
مُسْتَعِدٌّ - وَن (ل) ready, prepared (for)	عِلِمٌ - عِلْمٌ	# to know, have knowledge of, be familiar with
عَرَبِيّ - عَرَبٌ # Arab, Arabic, Arabian	عِلْمٌ ، تَعْلِيمٌ	II to teach (s.o. or s.th.); to educate (s.o.)
أَلْعَرَبِيَّةُ the Arabic language, Arabic	تَعَلَّمَ ، تَعَلَّمَ	V to learn; to become educated
عَرَفَ - ، مَعْرِفَةٌ # (perfect) to find out (about), learn, know; (imperfect) to know	عِلْمٌ	learning; knowledge; science
عُرِفَ - عُرِفَ to be known for	عَالَمٌ - عَوَالِمٌ	world
مَعْرِفَةٌ - مَعَارِفٌ knowing; knowledge	تَعْلِيمٌ	education
مَعْرُوفٌ known, well-known	مُعَلِّمٌ - وَن	teacher
أَلْمَعْرُوفُ أَنَّ it is known that...	عَلَى # on; over; to the debt of	
أَلْعِرَاقُ # Iraq	عَالٍ (عَالِيَةٍ)	high
عَزِيزٌ - أَعِزَّاءُ # dear, beloved	عَلِيّ	Ali (m. name)
عَشْرَةٌ # ten	عَامَةً # generally, in general	
عِشْرُونَ (nom.) twenty; (foll. definite n.) twentieth	أَلْعَامِيَّةُ	colloquial Arabic
عَاشِرٌ tenth	إِعْتَمَدَ ، إِعْتِمَادٌ # VIII to depend on, rely on	
عَاصِرٌ ، مُعَاصِرَةٌ # III to be contemporary to	عَلَى	
مُعَاصِرٌ contemporary	عَمِيدٌ - عُمَدَاءُ	dean
عَظِيمٌ - عَظَمَاءُ # great, big, grand, vast, enormous	عُمُرٌ - أَعْمَارٌ # age (of a person), lifetime	
مُعْظَمٌ most of	عَمِلَ - ، عَمِلَ # to work	
عَفْوًا # you're welcome!	عَمِلَ - ، عَمِلَ to work for, be active in service of	
عَقَدَ - ، عَقْدٌ # to hold (a meeting)	عَمِلَ عَلَى	
إِنْعَقَدَ ، إِنْعِقَادٌ VII to be held (meeting)	عَمَلٌ - أَعْمَالٌ	work, job

عمل

فكر

عَمَلٌ - عَمَالٌ	worker	غَيْرٌ	other than
عَمَّانُ	# Amman	ف	
عَنْ	# about, concerning	فَ	# and; and then; and so
عِنْدَ	# at, with (time or place); (with verbal noun) on, upon; in the view, opinion of; among	فَتَحَ - فَتَحَ	# to open; to conquer
عِنْدَمَا	when, whenever	فَتَّشَ، تَفْتِشُ عَنْ	# II to search, look for
عِنْوَانٌ - عَنَاوِينُ	# title; address	تَفَحَّصَ، تَفَحَّصُ	# V to examine
مَعْنَى - مَعَانٍ	# meaning, sense	فَدْوَى طَوْقَانَ	# Fadwa Tūqān (woman poet)
مَعَاهِدٌ - مَعَاهِدٌ	# institute	فَرِيدٌ	# Farid (m. name)
عَوْدَةٌ	# return	مُفْرَدَاتٌ	vocabulary items
عَادَةً	usually	فَرَضَ - فَرَضَ	# to impose (s.th.) upon
عَائِلَةٌ - عَائِلَةٌ	# family	فِرْعَوْنِيٌّ	# pharaonic
عَامٌ - أَعْوَامٌ	# year	فَرَنْسَا	# France
تَعَاوَنَ، تَعَاوَنَ	# VI to cooperate	الْفَصْحَى	# classical (literary) Arabic
عَيَّنَ، تَعَيَّنَ	# II to appoint (s.o.) as (s.th.)	تَفْصِيلٌ - تَفَاصِيلُ	# detail
عَيْنٌ - عِيُونٌ	(f.) eye	فَضَّلَ، تَفَضَّلَ	# II to prefer (s.o. or s.th.) to
غَدٌ		فَعَلَ - فَعَلَ	# to do, act; to make
غَدٌ	# the morrow, the following day	فِعْلٌ - أَفْعَالٌ	doing, action, deed
غَدًا	tomorrow	فَقَدَ - فَقَدَ	# to lose, miss, be bereft of
غَرْبٌ	# west	فَقْدَانٌ	
غَرِيبٌ - غُرَبَاءُ	stranger (n); strange (adj.)	فَقْرٌ	# poverty
الْمَغْرِبُ	Morocco	فَقَطٌ	# only
غَالِبٌ	# (with foll. genitive) most, majority of	فَكَّرَ، تَفَكَّرَ	# II to think (of, about)
غَيَّرَ، تَغَيَّرَ	# II to change (s.th.)	(ب)	
تَغَيَّرَ، تَغَيَّرَ	V to be changed, change		

فكر

قود

فِكْرَةٌ - فِكْرٌ	idea, thought, concept	تَقَدَّمَ	progress, advancement
فِكْرِيّ	intellectual, mental	قَادِمٌ - وَن	coming; next
مَفَكِّرٌ - وَن	thinker	قَرَّرَ ، تَقَرَّرَ	# II to decide
فِلَسْطِينُ	# Palestine	قَرَأَ - ، قِرَاءَةٌ	# to read
فَلَسَفَةٌ	# philosophy	الْقُرْآنُ	The Qur'an, Koran
فِلْمٌ ، فِيلْمٌ -	# film, movie	قَرِيبٌ - وَن (من)	# near (to), close (by)
أَفْلَامٌ		قَرِيبًا	soon, before long
فَمٌ - أَفْوَاهٌ	# mouth	قَرْنٌ - قُرُونٌ	# century
فَنٌ - فُنُونٌ	# art	الْقُرُونُ الْوُسْطَى	the Middle Ages
فِي	# in; on the subject of	قَاسِمٌ أَمِينٌ	# Qāsim Amīn
ق		قِصَّةٌ - قِصَصٌ	# story
قَبِيحٌ - قَبَاحٌ	# ugly	اِقْتِصَادٌ	# economy
قَابَلَ ، مُقَابَلَةٌ	# III to meet (with)	اِقْتِصَادِيٌّ	economic
أَقْبَلَ ، إِقْبَالٌ عَلَى	IV to approach, go to; to devote o.s. to, begin to do s.th.	أَقْصَرَ ، إِقْصَارٌ	# IV to shorten (s.th.)
اِسْتَقْبَلَ ، اِسْتِقْبَالٌ	X to receive, welcome, meet	قَصِيرٌ - قِصَارٌ	short
قَبْلَ	before	الْأَقْصَرُ	Luxor
مُقَابَلَةٌ - ات	an interview	اِنْقَطَعَ ، اِنْقِطَاعٌ	# VII to be cut off, stop, come to an end
قَدْ	# (particle) (with perfect: denotes completion of act) has, had; already	قَاعِدَةٌ - قَوَاعِدُ	# grammar rule; (p.) grammar
قَدَّمَ ، تَقْدِيمٌ	# II to present, offer; to render (services)	قَلْبٌ - قُلُوبٌ	# heart
تَقَدَّمَ ، تَقَدُّمٌ	V to advance, progress	قَلَمٌ ، أَقْلَامٌ	# pen; pencil
تَقَدَّمَ ، تَقَدُّمٌ ب	V to submit, present	قَنَاةٌ - قَنَوَاتٌ	# canal
قَدِيمٌ - قَدَمًا	old, ancient	الْقَاهِرَةُ	# Cairo
قَدِيمًا	in ancient times, long ago	قَهْوَةٌ - قَهَوَاتٌ	# coffee
إِلَى قَدَامِ	forward	قَائِدٌ - قَوَادٍ	# leader, commander, general

قول

قَالَ ، قَوْلٌ #	to say
مَقَالَةٌ ، مَقَالٌ - ات	article, essay
قَامَ ، قِيَامٌ #	to undertake
قَامَ ، مُقَاوَمَةٌ	III to oppose, resist, fight
قَوْمِيٌّ	national, nationalist(ic)
قَوْمِيَّةٌ	nationalism
إِقَامَةٌ	stay, sojourn, residing
قَيْدٌ - قِيودٌ #	bond, chain, fetter

ك

كَ #	like, as
كَذَلِكَ	see under ذَلِكْ
أَلَيْسَ كَذَلِكَ	see under ذَلِكْ
كَمَا	(foll. by a sentence) as, and also, and in addition
كارل بروكلمان #	Karl Brockelmann
كاليفورنيا #	California
كُوبَةٌ #	kubba
كَبَابٌ	kabob
كَبِيرٌ - كِبَارٌ #	large, big; old (person) senior, eminent
كَتَبَ ، كِتَابَةٌ #	to write
كِتَابٌ - كُتُبٌ	book
كَاتِبٌ - كُتَّابٌ	writer, author; scribe
مَكْتَبٌ - مَكَاتِبُ	office
مَكْتَبَةٌ - ات	library; bookstore
كُتْلَةٌ - كُتَلٌ #	bloc
كَثِيرٌ - كَثَارٌ #	much; many

ل

كَثِيرًا	very, very much; often
كَثِيرٌ مِنْ	many of
كُرْسِيٌّ - كُرَاسٌ #	chair
أَكْرَمَ ، إِكْرَامٌ #	IV to honor
كَرِيمٌ	Karim (m. name)
كُلٌّ #	all
أَلْكَلُ	everything
تَكَلَّمَ ، تَكَلُّمٌ #	V to speak, talk
كَلِمَةٌ - ات	word
كَلَامٌ	speech, speaking, conversation

كَمْ #	how many? how much?
أَكْمَلَ ، إِكْمَالٌ #	IV to finish, complete, perfect

كونغرس #	Congress
أَلْكُوَيْتُ #	Kuwait
كَانَ ، كَوْنٌ #	to be
مَكَانٌ - أَمَاكِينٌ	place
مَكَانَةٌ - ات	position, status, rank

كَيْ ، لِكَيْ #	see ل
كَيْلًا ، لِكَيْلًا	see ل
كَيْفٌ #	how?
كَيْفَ أَلْحَالُ ؟	how are you?

ل

لِ #	(prep.) to, for; belonging to, of; (conj.) in order that, so that...; (with jussive) let, have...
------	------------------------------------------------------------------------------------------------------

ل

لِكَيَّ ، كَيَّ ، لَأَنَّ	(with subjunctive) in order that, so that...
لِكَيْلَا ، كَيْلَا ، لَيْلَا	(with subjunctive) in order that...not
لِمَاذَا ، لِمَ	why?
لَ	# (emphasis particle) indeed
لَا	# no
لَكِنْ ، لَكِنَّ	# but, however
لُبْنَانُ	# Lebanon
لَعَلَّ	# see
لُغَةٌ - ات	# language
لُغَوِيّ	language-related, linguistic; linguist, grammarian
لِقَاءُ	# meeting, encounter
لَمْ	# (with jussive) did not
لَمَّا	# when, at the time that
لَنْ	# (with subjunctive) will not
لندن	# London
لَهْجَةٌ - لَهْجَاتُ	# dialect
لَوْحٌ - ألْوَا حٌ	# blackboard
لَيْسَ	# not to be, he (it) is not
لَيْلَةٌ - لَيَالٍ	# night; evening

م

مَا	# (interrog. pron.) what? (spelled م as object of prep.)
مَاذَا	(object of verb) what?
لِمَاذَا ، لِمَ	why?

ملك

مَا	(relative pron.) that which, what, whatever
ماجستير	# masters degree, M.A.
مِئَةٌ ، مِائَةٌ	# (one) hundred
مِائَاتٌ مِنْ	hundreds of
مَتَى	# when?
مِثْلُ	# (with foll. gen.) the likes of, something like
مِثْلَ	(prep.) like
مَثَلًا	for example
إِمْتِحَانٌ - ات	# examination
مُدَّةٌ - مَدَدٌ	# period (of time)
مَدَحَ - مَدَحَ	# to praise
مَدِينَةٌ - مَدَنٌ	# city (nisba = مَدَنِيّ)
إِمْرَأَةٌ ، الْمَرْأَةُ - نِسَاءٌ ، نِسْوَةٌ	# woman (nisba = نِسَائِيّ)
مَرْيَمُ	# Maryam, Miriam, Mary (f. name)
الْمِيسِيسِيبِي	# the Mississippi
مَسَاءٌ	# evening
مَسَاءٌ	in the evening
مِشِيجَان	# Michigan
مِصْرُ	# Egypt
مَعَ	# with, together with
مَعًا	together
تَمَكَّنَ ، تَمَكَّنَ مِنْ	# V to be able to, capable of
مَلِكٌ - مُلُوكٌ	# king

الْشَّرْقُ الْأَوْسَطُ # the Middle East	الْوِلَايَاتُ الْمُتَّحِدَةُ (الْأَمْرِيكِيَّةُ) # The United States (of America)
وَصَلَ # to arrive; (with object pronoun) to reach	هَبَّةٌ - ات # gift
وُصُولٌ # arrival	ي
وَاصِلُ بْنُ عَطَاءٍ Wāṣil b. 'Aṭā'	يَا # (vocative particle)
وَضْعٌ - أَوْضَاعٌ # situation, condition	يَدٌ - أَيَادٍ # (f.) hand
مَوْضِعٌ - مَوَاضِعُ # subject, topic	يَدَوِيٌّ (nisba of يَدٌ) manual
وَطَنِيٌّ # national; nationalist(ic)	يَوْمٌ - أَيَّامٌ # day
وَضَائِفٌ - وَظَائِفٌ # office, position, job; function, task	أَلْيَوْمَ # today
مَوْظَفٌ - وَنَ # employee; official	يَوْمِيٌّ # daily
مَوْعِدٌ - مَوَاعِدُ # time, appointment (مَوَاعِدُ) p. of مِيعَادٌ is commonly used as p. of مَوْعِدٌ	
تَوَفَّرَ - تَوَفَّرَ # V to be given abundantly, provided in full measure	
تَوَفَّقَ بَيْنَ # reconciliation	
مِنَ الْمُتَّفَقِ عَلَيْهِ # it is agreed upon (that)	
(أَنَّ) # death	
وَقْتُ - أَوْقَاتٌ # time	
وَقَعَ - يَقَعُ، وَقَعٌ # to be located	
وَاقِعٌ # located, situated	
وَلَدٌ، وَلَدٌ، وَلَادَةٌ # to give birth to	
وَلَدٌ - أَوْلَادٌ # child, boy	
مِيلَادِيٌّ # A.D.	
وَالِدٌ # father	
وَالِدَانِ (nom.) parents	
وِلَايَةٌ - ات # state, province	

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مبادئ العزيم المعاصرة
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دائرة دراسات الشرق الأدنى
آن آربر - ميشيفان

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